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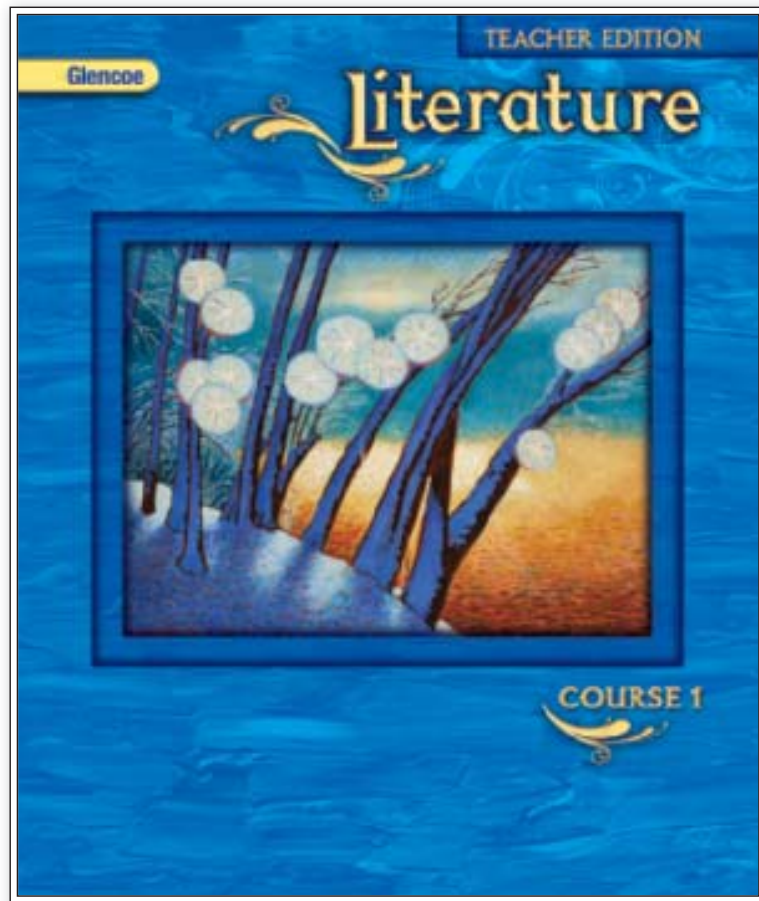


COURSE 1

Teacher Wraparound Edition

CONTENTS





TEACHER EDITION

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Send all inquiries to:
Glencoe/McGraw-Hill
8787 Orion Place
Columbus, OH 43240-4027

ISBN: 978-0-07-877975-6 (Student Edition)
MHID: 0-07-877975-8 (Student Edition)
ISBN: 978-0-07-877982-4 (Teacher Edition)
MHID: 0-07-877982-0 (Teacher Edition)

Printed in the United States of America.

1 2 3 4 5 6 7 8 9 058/055 13 12 11 10 09 08

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**Table of Contents for the Student Edition
and Teacher Edition** T10

How to Use *Glencoe Literature* T30

Course 1 Scope and Sequence T42

Essential Course of Study T46

Teacher Edition Walk-Through T50

Guide to Readability T58



African American Vernacular EnglishT59

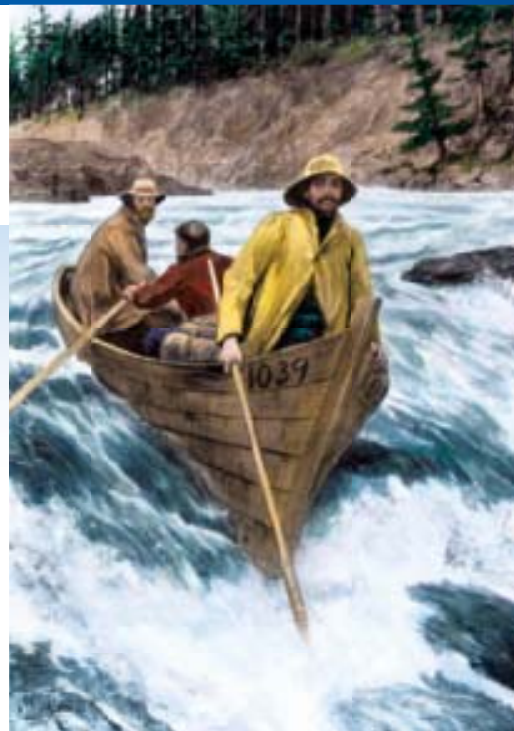
Language TransfersT62

**Planning and Instructional Support:
Classroom Resources**

Print Resources..... T74

Technology Resources..... T77

Library Resources T81



Book Overview

How to Use <i>Glencoe Literature</i>	T30
Foldables.....	T36
Character Safet	T37
Reading Handbook	T38

UNIT ONE

What Makes a Hero?..... 1

Genre Focus: Short Fiction 44

Reading Skills: Identify Cause-and-Effect Relationships,
Determine Main Idea and Supporting Details, Analyze Text Structure,
Compare and Contrast Characters, Analyze Plot, Analyze Story Elements,
Compare and Contrast Theme

Writing Product: Narrative

Vocabulary: Word Usage, Context Clues, Synonyms and Antonyms, Word Parts

Grammar: Main and Helping Verbs, Present Perfect Tense

UNIT TWO

Why Read? 156

Genre Focus: Informational Text.....218

Reading Skills: Question, Recognize Author's Purpose,
Analyze Text Structure, Visualize, Determine Main Idea and
Supporting Details, Identify Cause-and-Effect Relationships

Writing Product: Functional Document

Vocabulary: Synonyms and Antonyms, Context Clues, Word Usage

Grammar: Past Perfect Tense, Future Tense,
Irregular Verbs, Nouns, Pronoun Antecedents

UNIT THREE

What Makes You Who You Are? 296

Genre Focus: Poetry344

Reading Skills: Analyze Cultural Context, Draw Conclusions About Author's
Purpose, Synthesize

Writing Product: Response to Literature

Vocabulary: Context Clues, Word Usage, Synonyms and Antonyms

Grammar: Indefinite Pronouns, Adjectives and Adverbs,
Comparative and Superlative, End Punctuation,
Subjects and Predicates, Compound Subjects and Predicates

UNIT FOUR

What's Fair and What's Not? 442**Genre Focus:** Essay 522**Reading Skills:** Distinguish Fact and Opinion, Recognize Author's Purpose,
Analyze Figurative Language, Analyze Narrator and Point of View,
Analyze Voice, Analyze Images**Writing Product:** Persuasive Essay**Vocabulary:** Synonyms and Antonyms, Word Usage**Grammar:** Parts of Speech, Direct Objects, Indirect Objects,
Independent and Dependent Clauses, Capitalization of Sentences

UNIT FIVE

What Brings Out the Best in You? 582**Genre Focus:** Biography and Autobiography 658**Reading Skills:** Analyze Tone, Analyze Historical Context,
Analyze Cultural Context, Determine Main Idea and Supporting Details,
Evaluate Description**Writing Product:** Research Report**Vocabulary:** Word Usage, Synonyms and Antonyms, Context Clues**Grammar:** Conjunctions, Combine Sentences, Capitalization of Titles

UNIT SIX

What Are Worthwhile Goals? 722**Genre Focus:** Drama 802**Reading Skills:** Analyze Diction, Make Generalizations About Characters,
Recognize Author's Purpose, Identify Cause-and-Effect Relationships,
Distinguish Fact and Opinion**Writing Product:** Expository Essays**Vocabulary:** Context Clues, Word Usage, Synonyms and Antonyms**Grammar:** Subject-Verb Agreement**Reference Section**

Literary Terms Handbook R1

Reading and Thinking with Foldables® R8

Functional Documents R10

Writing Handbook R14

Language Handbook R20

Speaking, Listening, and Viewing Handbook R46

Glossary/Glosario R50

Academic Word List R59

Index of Skills R63

Index of Authors and Titles R69

Acknowledgments R71

UNIT ONE

WHAT Makes a Hero?

BQ Explore the BIG Question

Mai Vo-Dinh *The Fly* Folktale 2

Part 1 Helping Others

Kristin Hunter *The Scribe* Short Story 10

Vocabulary Workshop

Word Parts 23

Thomas Fields-Meyer, Steve Helling, and Lori Rozsa

TIME Hurricane Heroes

Informational Text Magazine Article 24

Louis Untermeyer *The Dog of Pompeii* Short Story 28

Genre Focus **Short Fiction** 44

T. A. Barron *What Exactly Is a Hero?* Essay 46

Jack London *The King of Mazy May* Short Story 52

Charlotte Foltz Jones

Cultural Perspective

from Yukon Gold: The Story

of the Klondike Gold Rush Narrative Nonfiction 69



Part 2 *Clever Solutions*

Harold Courlander **All Stories Are Anansi's**..... Folktale.....74

John Gardner **Dragon, Dragon**..... Modern Fairy Tale.....81

Vicki León **Three Queens of Egypt**
Informational Text..... Web Article.....95

Will Eisner **Street Magic** Graphic Story.....102

Cynthia Rylant **Stray** Short Story.....113

Grammar Workshop

Sentence Combining.....120

Mary Pope Osborne **Pecos Bill**..... Tall Tale.....122

Comparing Literature

Edna St. Vincent Millay
The Courage That My Mother Had..... Poem.....135

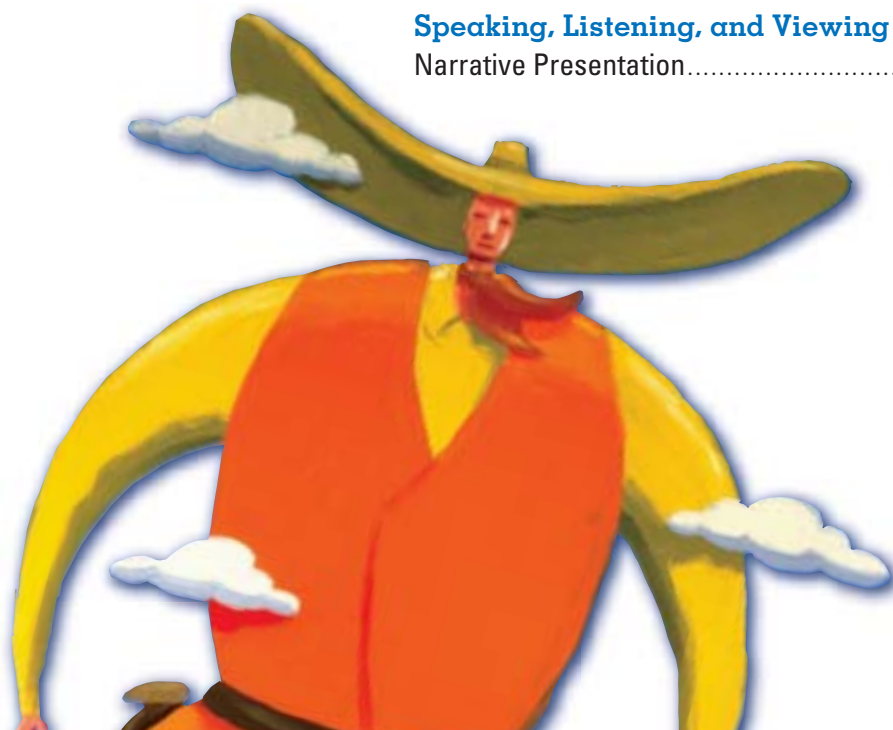
Luis Omar Salinas
My Father Is a Simple Man Poem.....137

Writing Workshop

Narrative.....140

Speaking, Listening, and Viewing Workshop

Narrative Presentation.....146





Unit Challenge

On Your Own Activity A Hero for Today	147
Group Activity Local Heroes Who Inspire	147
Independent Reading	148
Assessment	150
<i>Mildred D. Taylor</i> from The Gold Cadillac Short Story	150

UNIT TWO

WHY Read?

BQ Explore the **BIG** Question

<i>Gwendolyn Brooks</i> To Young Readers	Poem..... 158
---	---------------

Part 1 Learning About the World

<i>Rachel Young</i> Tracking Trash	
Informational Text	Magazine Article 162

Functional Documents

Mail-Order Form	171
Savings Account Application.....	173
Technical Instructions.....	175

<i>Alma Luz Villanueva</i> The Sand Castle ... Science Fiction.....	178
--	-----

Grammar Workshop

Sentence Fragments	189
--------------------------	-----

David Fischer

TIME Nobody's Perfect

Informational Text	Magazine Article..... 190
--------------------------	---------------------------



<i>E. E. Cummings</i>	
who knows if the moon's Poem.....	194
<i>Jane O'Connor</i>	
The Emperor's Silent Army	
Informational Text..... Nonfiction.....	198
Climate Textbook Lesson.....	210
Genre Focus Informational Text	218
Vocabulary Workshop	
Context Clues.....	220

Part 2 Exploring Traditions

<i>Jenny Leading Cloud</i>	The End of the World Myth.....	222
<i>Zora Neale Hurston</i>		
How the Snake Got Poison Folktale.....		227
<i>Zora Neale Hurston</i>		
 Literary Perspective		
from Dust Tracks on a Road Autobiography.....		232
<i>Yosa Buson, Kawabata Bōsha, Yuzuru Miura, and Naitō Jōsō</i>		
Four Haiku: Seasons Haiku.....		236
<i>Consumer Reports 4 Kids</i>	Ballpark Food	
Informational Text..... Web Article		240
Media Workshop		
Media Elements.....		247
<i>Mary Whitebird</i>	Ta-Na-E-Ka Short Story.....	248
 TIME for Kids	These Walls Can Talk	
Informational Text..... Magazine Article.....		262
Comparing Literature		
<i>Virginia Hamilton</i>		
He Lion, Bruh Bear, and Bruh Rabbit Folktale.....		271

<i>Toni Cade Bambara</i>	
The Toad and the Donkey	Folktale.....277
Writing Workshop	
Functional Document.....	280
Speaking, Listening, and Viewing Workshop	
Informative Presentation.....	286
Unit Challenge	
On Your Own Activity Conduct Interviews	287
Group Activity Comic Strip	287
Independent Reading	288
Assessment	290
Breaking Blues	Poster.....290
<i>Gish Jen from The White Umbrella</i>	Short Story.....292

UNIT THREE

WHAT Makes You Who You Are?

BQ Explore the BIG Question

<i>Sandra Cisneros</i> Eleven	Short Story.....298
--	---------------------

Part 1 Family and Friends

<i>Stephen Spender</i> My Parents	Poem.....306
<i>Pat Mora</i>	
Same Song	Poem.....309
Maestro	Poem.....312
<i>Lensey Namioka</i>	
The All-American Slurp	Short Story.....315

Naomi Shihab Nye **Mad** Poem 331

Rachel Barenblat

 **Literary Perspective**

Interview with Naomi Shihab Nye Interview 334

Part 2 *Dreams and Goals*

Langston Hughes **I Dream a World** Poem 338

Maya Angelou **Life Doesn't Frighten Me** Poem 340

Genre Focus Poetry 344

Toni Cade Bambara

Geraldine Moore the Poet Short Story 346

Emily Dickinson

What I can do—I will— Poem 357

Fame is a bee Poem 357

Jane Yolen

Wings Myth 360

 **Historical Perspective**

King Minos and Art on the Palace Walls .. Nonfiction Article 374

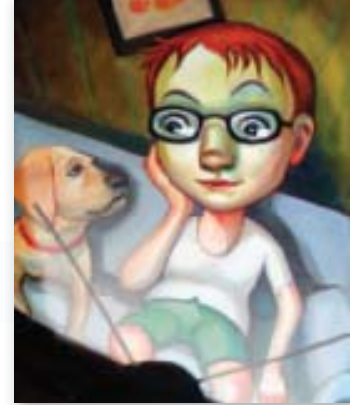


Eloise Greenfield **Daydreamers** Poem.....377

Vocabulary Workshop

Multiple-Meaning Words382

Part 3 Character Traits



Jordan Brown

TIME The Gene Scene

Informational Text Magazine Article.....384

Shel Silverstein

Whatif Poem.....388

Jimmy Jet and His TV Set..... Poem.....390

Elizabeth Ellis

Flowers and Freckle Cream Short Story.....394

Luci Tapahonso **Yes, It Was My Grandmother** Poem.....401

Janet S. Wong **Good Luck Gold** Poem.....403

Olivia E. Coolidge **Arachne**.....Myth.....405

Comparing Literature

Isaac Asimov **The Fun They Had** Short Story.....415

Neil Gaiman

Why Books Are Dangerous Personal Essay.....421

Writing Workshop

Response to Literature426

Speaking, Listening, and Viewing Workshop

Oral Response to Literature432

Unit Challenge

On Your Own Activity Self-Portrait Collage 433

Group Activity Play a Game: Who Am I? 433

Independent Reading 434

Assessment 436

Thomas Hood **I Remember, I Remember** Poem 436

Christina Rossetti **Flint** Poem 438

UNIT FOUR

WHAT'S Fair and What's Not?

BQ Explore the **BIG** Question

Powhatan **To Captain John Smith** Speech 444

Part 1

Seeing Another Side

Elizabeth Partridge

Looking for America Narrative Essay 450

Melanie Bertotto

TIME **Dressed for Success?**

Informational Text Magazine Article 461

Functional Documents

Middle School Technology Use Survey 464

Brainwell Middle School Computer Use Policy 467

Geraldine McCaughrean **Romulus and Remus** Myth 469

George Graham Vest **Eulogy on the Dog** Speech 478

Vocabulary Workshop

Idioms	485
<i>Judith Viorst</i> The Southpaw	Short Story 486
<i>Robert Fulghum</i> Spiders from All I Really Need to Know I Learned in Kindergarten	Essay 493

Part 2 Freedom and Equality

<i>Aesop, retold by Jerry Pinkney</i> The Wolf and the House Dog	Fable 502
The Donkey and the Lapdog	Fable 506
<i>Patricia C. McKissack and Fredrick McKissack Jr.</i> The Shutout	Expository Essay 511

Media Workshop

Propaganda	521
Genre Focus Essay	522
<i>Francisco Jiménez</i> The Circuit	Short Story 524
<i>George Ancona</i>  Visual Perspective from Harvest	Photo Essay 536
<i>Alice Low</i> Persephone	Myth 540

Comparing Literature

<i>Ray Bradbury</i> The Flying Machine	Short Story 549
All Summer in a Day	Science Fiction 557

Writing Workshop

Persuasive Essay	566
------------------------	-----

Speaking, Listening, and Viewing Workshop

Persuasive Speech	572
-------------------------	-----



Unit Challenge

On Your Own Activity Rap or Song573

Group Activity TV Call-In Show573

Independent Reading574

Assessment.....576

Charles Kuralt

Noah Webster’s Dictionary..... Essay576

Aesop The Fox and the Crow Fable.....578

UNIT FIVE

WHAT Brings Out
the Best in You?

BQ Explore the BIG Question

Stan Sakai A Lesson in Courtesy.....Graphic Story584

Part 1 Using Inner Strength

Michael A. Schuman

from Elie Wiesel:

Voice from the Holocaust..... Biography596

Susan Goldman Rubin

 **Cultural Perspective**

The Secret Schools Historical Nonfiction604

Judith Ortiz Cofer **Primary Lessons** Autobiography607

Lillian Morrison **The Sidewalk Racer** Poem620

Arnold Adoff **Alone in the Nets** Poem622



Vocabulary Workshop

Dictionary Skills625

Bill Littlefield **Satchel Paige** Biography626

Part 2 Putting Others First

Alice Park

TIME **Gentleman of the Pool**

Informational Text Magazine Article640

<i>William Jay Jacobs</i> Eleanor Roosevelt	Biography.....	642
In Eleanor Roosevelt's Time	Time Line	654
Genre Focus Biography and Autobiography		658
<i>Gary Soto</i> Ode to Mi Gato	Poem.....	660
<i>Robert Cormier</i>		
President Cleveland, Where Are You?	Short Story.....	664
Media Workshop		
Media Ethics.....		683
<i>Sy Montgomery</i>		
The Eco-Canoeist	Informational Essay.....	684
Comparing Literature		
<i>Ray Charles and David Ritz</i>		
Going Blind	Autobiography.....	692
<i>Sharon Bell Mathis</i> from Ray Charles	Biography.....	699
Writing Workshop		
Research Report.....		704
Speaking, Listening, and Viewing Workshop		
Oral Report.....		712
Unit Challenge		
On Your Own Activity Your Interview.....		713
Group Activity Magazine Article.....		713
Independent Reading		714
Assessment		716
<i>Gary Soto</i>		
from The Jacket	Autobiography.....	716



UNIT SIX

WHAT Are Worthwhile Goals?

BQ Explore the BIG Question

Jim Haskins **Madam C. J. Walker**..... Biography724

Part 1 Loyalty and Understanding

Fan Kissen **Damon and Pythias** Radio Play734

Yoshiko Uchida **The Bracelet** Short Story746

Jerry Stanley

Cultural Perspective

Executive Order No. 9066 from *I Am an American: A True Story of Japanese Internment*..... Nonfiction757

Vocabulary Workshop:

Word Origins.....761

Neil Simon from **Brighton Beach Memoirs**..... Drama762



Part 2 Knowledge and Wisdom

Kevin Gray and Cindy Dampier

TIME Best of Buddies

Informational Text Magazine Article772

Susan Nanus, based on the book by Norton Juster

The Phantom Tollbooth, Act One..... Drama775

Genre Focus Drama.....802

Robert Frost **A Time to Talk**..... Poem804

Paul Laurence Dunbar **Silence**..... Poem806



Mary Pope Osborne **The Golden Touch**..... Myth..... 808

Comparing Literature

Isaac Bashevis Singer **Zlateh the Goat**..... Short Story..... 815

Joseph Bruchac

The Boy Who Lived with the Bears Folktale..... 824

Writing Workshop

Expository Essay 832

Speaking, Listening, and Viewing Workshop

Active Listening and Note-Taking 838

Unit Challenge

On Your Own Activity Bumper Sticker 839

Group Activity Worthwhile Goals Play 839

Independent Reading 840

Assessment 842

Clark Gesner

from **You're a Good Man, Charlie Brown** Play..... 842

Reference Section

Literary Terms Handbook	R1
Reading and Thinking with Foldables®	R8
Functional Documents	R10
Writing Handbook	R14
Research Report Writing.....	R14
Using a Computer for Writing.....	R18
Language Handbook	R20
Grammar Glossary.....	R20
Troubleshooter	R27
Troublesome Words.....	R32
Mechanics.....	R36
Spelling.....	R43
Speaking, Listening, and Viewing Handbook	R46
Glossary/Glosario	R50
Academic Word List	R59
Index of Skills	R63
Index of Authors and Titles	R69
Acknowledgments	R71

Selections by Genre

Fiction

The Scribe	10
Kristin Hunter	
The Dog of Pompeii	28
Louis Untermeyer	
The King of Mazy May	52
Jack London	
Stray	113
Cynthia Rylant	
The Sand Castle	178
Alma Luz Villanueva	
Ta-Na-E-Ka	248
Mary Whitebird	
Eleven	298
Sandra Cisneros	
The All-American Slurp	315
Lensey Namioka	
Geraldine Moore the Poet	346
Toni Cade Bambara	
Flowers and Freckle Cream	394
Elizabeth Ellis	
The Fun They Had	415
Isaac Asimov	
The Southpaw	486
Judith Viorst	
The Circuit	524
Francisco Jiménez	
The Flying Machine	549
Ray Bradbury	
All Summer in a Day	557
Ray Bradbury	
President Cleveland, Where Are You? ...	664
Robert Cormier	
The Bracelet	746
Yoshiko Uchida	
Zlateh the Goat	815
Isaac Bashevis Singer	

Poetry

The Courage That My Mother Had	135
Edna St. Vincent Millay	
My Father Is a Simple Man	137
Luis Omar Salinas	
To Young Readers	158
Gwendolyn Brooks	
who knows if the moon's	194
E. E. Cummings	
Four Haiku: Seasons	236
Yosa Buson, Kawabata Bōsha, Yuzuru Miura, and Naitō Jōsō	
My Parents	306
Stephen Spender	
Same Song	309
Pat Mora	
Maestro	312
Pat Mora	
Mad	331
Naomi Shihab Nye	
I Dream a World	338
Langston Hughes	
Life Doesn't Frighten Me	340
Maya Angelou	
What I can do—I will—	357
Emily Dickinson	
Fame is a bee	357
Emily Dickinson	
Daydreamers	377
Eloise Greenfield	
Whatif	388
Shel Silverstein	
Jimmy Jet and His TV Set	390
Shel Silverstein	
Yes, It Was My Grandmother	401
Luci Tapahonso	
Good Luck Gold	403
Janet S. Wong	

The Sidewalk Racer	620
Lillian Morrison	
Alone in the Nets	622
Arnold Adoff	
Ode to Mi Gato	660
Gary Soto	
A Time to Talk	804
Robert Frost	
Silence	806
Paul Laurence Dunbar	

Drama

Damon and Pythias	734
Fan Kissen	
<i>from Brighton Beach Memoirs</i>	762
Neil Simon	
The Phantom Tollbooth, Act One	775
Susan Nanus, based on the book by Norton Juster	

Folktales and Myths

The Fly	2
Mai Vo-Dinh	
All Stories Are Anansi's	74
Harold Courlander	
Dragon, Dragon	81
John Gardner	
Pecos Bill	122
Mary Pope Osborne	
The End of the World	222
Jenny Leading Cloud	
How the Snake Got Poison	227
Zora Neale Hurston	
He Lion, Bruh Bear, and Bruh Rabbit	271
Virginia Hamilton	
The Toad and the Donkey	277
Toni Cade Bambara	
Wings	360
Jane Yolen	

Arachne	405
Olivia E. Coolidge	
Romulus and Remus	469
Geraldine McCaughrean	
The Wolf and the House Dog	502
Aesop, retold by Jerry Pinkney	
The Donkey and the Lapdog	506
Aesop, retold by Jerry Pinkney	
Persephone	540
Alice Low	
The Golden Touch	808
Mary Pope Osborne	
The Boy Who Lived with the Bears	825
Joseph Bruchac	

Graphic Stories

Street Magic	102
Will Eisner	
A Lesson in Courtesy	584
Stan Sakai	

Nonfiction

<i>from Yukon Gold: The Story of the Klondike Gold Rush</i>	69
Charlotte Foltz Jones	
The Secret Schools	604
Susan Goldman Rubin	
Executive Order No. 9066 from I Am an American: A True Story of Japanese Internment	757
Jerry Stanley	

Essays and Speeches

What Exactly Is a Hero?	46
T. A. Barron	
Why Books Are Dangerous	421
Neil Gaiman	
To Captain John Smith	444
Powhatan	

Looking for America	450
Elizabeth Partridge	
Eulogy on the Dog	478
George Graham Vest	
Spiders from All I Really Need to Know I Learned in Kindergarten	493
Robert Fulghum	
The Shutout	511
Patricia C. McKissack and Fredrick McKissack Jr.	
from Harvest	536
George Ancona	
The Eco-Canoeist	684
Sy Montgomery	

Biography, Autobiography, Memoirs, Letters

from Dust Tracks on a Road	232
Zora Neale Hurston	
from Elie Wiesel:	
Voice from the Holocaust	596
Michael A. Schuman	
Primary Lessons	607
Judith Ortiz Cofer	
Satchel Paige	626
Bill Littlefield	
Eleanor Roosevelt	642
William Jay Jacobs	
Going Blind	692
Ray Charles and David Ritz	
from Ray Charles	699
Sharon Bell Mathis	
Madam C. J. Walker	724
Jim Haskins	

Informational Texts

Hurricane Heroes	24
Thomas Fields-Meyer, Steve Helling, and Lori Rozsa	

Three Queens of Egypt	95
Vicki León	
Tracking Trash	162
Rachel Young	
Nobody's Perfect	190
David Fischer	
The Emperor's Silent Army: Terracotta Warriors of Ancient China	198
Jane O'Connor	
Climate	210
Ballpark Food	240
Consumer Reports 4 Kids	
These Walls Can Talk	262
Interview with Naomi Shihab Nye	334
Rachel Barenblat	
King Minos and Art on the Palace Walls	374
The Gene Scene	384
Jordan Brown	
Dressed for Success?	461
Melanie Bertotto	
Gentleman of the Pool	640
Alice Park	
In Eleanor Roosevelt's Time	654
Best of Buddies	772
Kevin Gray and Cindy Dampier	

Functional Documents

Mail-Order Form	171
Savings Account Application	173
Technical Instructions	175
Middle School Technology Use Survey	464
Brainwell Middle School Computer Use Policy	467

Features



Perspectives

*Award-winning nonfiction book excerpts
and primary source documents*

Cultural Perspective from *Yukon Gold:
The Story of the Klondike Gold Rush* 69
Charlotte Foltz Jones

Literary Perspective
from *Dust Tracks on a Road*232
Zora Neale Hurston

Literary Perspective
Interview with Naomi Shihab Nye.....334
Rachel Barenblat

Historical Perspective King Minos
and Art on the Palace Walls374

Visual Perspective from *Harvest*536
George Ancona

Cultural Perspective
The Secret Schools604
Susan Goldman Rubin

Cultural Perspective Executive Order No.
9066 from *I Am an American: A True Story
of Japanese Internment*757
Jerry Stanley

TIME

High-interest, informative magazine articles

Hurricane Heroes 24
Thomas Fields-Meyer, Steve Helling, and
Lori Rozsa

Nobody's Perfect190
David Fischer

The Gene Scene384
Jordan Brown

Dressed for Success?461
Melanie Bertotto

Gentleman of the Pool640
Alice Park

Best of Buddies772
Kevin Gray and Cindy Dampier



Comparing Literature

UNIT ONE

- The Courage That My Mother Had**.....135
Edna St. Vincent Millay
- My Father Is a Simple Man**.....137
Luis Omar Salinas

UNIT TWO

- He Lion, Bruh Bear, and Bruh Rabbit**271
Virginia Hamilton
- The Toad and the Donkey**.....277
Toni Cade Bambara

UNIT THREE

- The Fun They Had**415
Isaac Asimov
- Why Books Are Dangerous**.....421
Neil Gaiman

UNIT FOUR

- The Flying Machine**549
Ray Bradbury
- All Summer in a Day**557
Ray Bradbury

UNIT FIVE

- Going Blind**.....692
Ray Charles and David Ritz
- from Ray Charles*.....699
Sharon Bell Mathis

UNIT SIX

- Zlateh the Goat**.....815
Isaac Bashevis Singer
- The Boy Who Lived with the Bears**.....824
Joseph Bruchac

Genre Focus

- Short Fiction**..... 44
- Informational Text**.....218
- Poetry**344
- Essay**.....522
- Biography and Autobiography**658
- Drama**.....802

Independent Reading

- Unit 1**.....148
- Unit 2**.....288
- Unit 3**.....434
- Unit 4**.....574
- Unit 5**.....714
- Unit 6**.....840

Assessment

- Unit 1**.....150
- Unit 2**.....290
- Unit 3**.....436
- Unit 4**.....576
- Unit 5**.....716
- Unit 6**.....842

Skills Workshops

Writing Workshops

Narrative	140
Functional Document	280
Response to Literature	426
Persuasive Essay	566
Research Report	704
Expository Essay	832

Speaking, Listening, and Viewing Workshops

Narrative Presentation	146
Informative Presentation	286
Oral Response to Literature	432
Persuasive Speech	572
Oral Report	712
Active Listening and Note-Taking	838

Grammar Workshops

Sentence Combining	120
Sentence Fragments	189

Vocabulary Workshops

Word Parts	23
Context Clues	220
Multiple-Meaning Words	382
Idioms	485
Dictionary Skills	625
Word Origins	761

Media Workshops

Media Elements	247
Propaganda	521
Media Ethics	683

Unit Challenge

UNIT ONE

Group Activity:	
Local Heroes Who Inspire	147
Solo Activity: A Hero for Today	147

UNIT TWO

Group Activity: Comic Strip	287
Solo Activity: Conduct Interviews	287

UNIT THREE

Group Activity:	
Play a Game: Who Am I?	433
Solo Activity: Self-Portrait Collage	433

UNIT FOUR

Group Activity: TV Call-In Show	573
Solo Activity: Rap or Song	573

UNIT FIVE

Group Activity: Magazine Article	713
Solo Activity: Your Interview	713

UNIT SIX

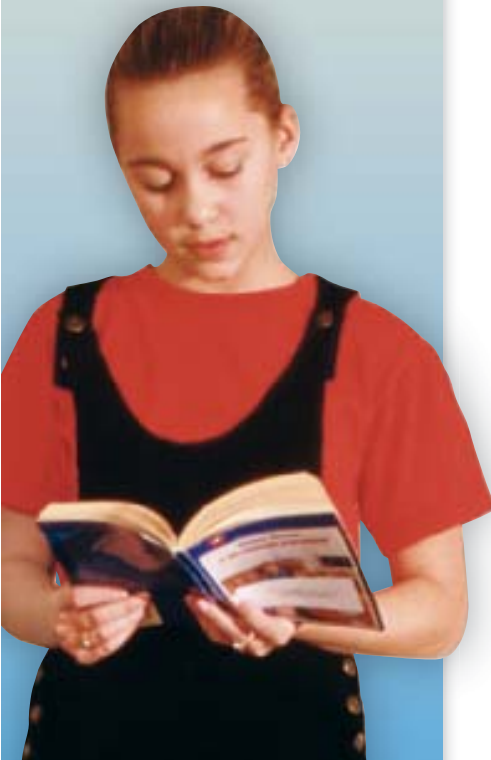
Group Activity:	
Worthwhile Goals Play	839
Solo Activity: Bumper Sticker	839

How to Use *Glencoe Literature*

Consultant's Note

People read for enjoyment, to help themselves think, to solve problems, and to get work done. Their reading is often organized around “inquiry” questions. These questions help them explore how what they learn can help make a difference in the real world.

—Jeffrey Wilhelm



Wouldn't you like to read better—and understand more? That's what *Glencoe Literature* is all about. This book will help you bridge the gap between a writer's meaning and your understanding.

The next few pages will show you some of the ways *Glencoe Literature* can help you read, think, and write better.

What's in it for you?

Every unit in *Glencoe Literature* is built around a **Big Question**, a question that you will want to think about, talk about, maybe even argue about, and finally answer. The unit's reading selections will help you come up with your answers.

Organization

Each unit contains:

- A **Unit Opener** that introduces and helps you explore the unit's Big Question. A short reading selection uses the themes of the unit's **Parts** to guide you through ways of approaching the Big Question.
- **Literature selections** such as short stories, poems, plays, and biographies.
- **Informational texts** such as nonfiction; newspaper, online, and magazine articles; textbook lessons; and interviews.
- A **Genre Focus** that guides you through the features of a main genre from the unit.
- **Functional documents** such as signs, schedules, letters, and instructions.
- A **Comparing Literature** feature that gives you a chance to compare and contrast pieces of writing.
- A **Writing Workshop** to help you express your ideas about the Big Question through a specific form of writing.
- A **Speaking, Listening, and Viewing Workshop** to help you make oral presentations and become a better listener.
- A **Unit Challenge** in which you'll answer the Big Question.

Reading and Thinking

As an active reader, you'll use *Glencoe Literature* to develop your reading and thinking skills.

BEFORE YOU READ sets the stage for the selection and previews the skills and strategies that will guide your reading.

MEET THE AUTHOR introduces you to the real-life story of the writer whose work you will read and write about.

The **LITERARY ELEMENT** and the **READING SKILL** or **STRATEGY** give you the basic tools you will use to read and analyze the selection.

As you read the **LITERATURE SELECTIONS**, you will see that parts of the text are highlighted in different colors. On the side of the page are color-coded questions that help you think about and understand the selection.

Before You Read

The King of Mazy May

Connect to the Story
Think about a time when someone was being treated badly and you had an opportunity to help.

Partner Talk With a partner, discuss whether you would help someone if risks were involved. Would you get involved if it was the right thing to do?

Build Background
In 1896 gold was discovered in the Klondike, a remote wilderness area of northwestern Canada, near Alaska. Thousands set out to strike it rich. Perhaps they would have stayed home if they had known the following:

- They would risk their lives to carry tons of needed equipment across steep, frozen mountain passes.
- Local people had already claimed most of the gold.
- The gold that remained was ten feet below permanently frozen ground.

Most fortune-seekers found only hardship—if they were lucky enough to survive!

Meet Jack London



"You can't wait for inspiration. You have to go after it with a club."
—Jack London

An Adventurous Life Jack London left school at an early age to become a sailor. He traveled to Japan but returned to study for a term at the University of California before living the rough life of a gold prospector in Canada's Klondike region. He never struck gold, but his travel experiences gave him a "gold mine" of ideas for stories.

Literary Works London's adventure novels include *The Call of the Wild*, *White Fang*, and *The Sea Wolf*. Jack London was born in 1876 and died in 1916.

Author Search For more about Jack London, go to glencoe.com and enter QuickPass code GL197661.

Literature Online

Set Purposes for Reading

Big Question
As you read, ask yourself, is it possible for a person of any age to be a hero?

Literary Element Plot
The **plot** is the sequence of events in a story. The plot starts with the **exposition**, which introduces the characters, setting, and situation. The **rising action** adds complications to the story's problems, or **conflicts**, and leads to the **climax**, which is the point of greatest interest or suspense. The **falling action** shows what happens as a result of the climax, and the **resolution** presents the final outcome. Recognizing the parts of a plot can help you follow the order of events in a story and make sense of what you read. As you read, think about how each new problem faced by the main character adds to the suspense of the story.

Reading Strategy Visualize
To **visualize** is to picture a scene that is described in a story. Visualizing brings a story to life. It is a useful and effective way to understand and remember what you read. To visualize parts of the story:

- pay attention to descriptive words that the writer uses to appeal to senses of sight, hearing, touch, taste, and smell
- use your imagination to form mental images of events and places in the story

What pictures do the details in the story create in your mind? As you read, you may find it helpful to use a graphic organizer like the one below.

Learning Objectives

For pages 52–68
In studying this text, you will focus on the following objectives:

Literary Study Analyzing plot
Reading Visualizing parts of the story.

TRY IT
Visualize Think about a time when a friend described every detail about something, such as a new puppy—his fuzzy, brown coat, wet nose, stubby tail, and patch of white fur over his eye. Did you form a picture of the puppy in your mind?

Descriptive Detail

ice-jams on one of the mightiest of rivers

of the dogs, and the churn of the steel-shod sled.

No snow had fallen for several weeks, and the traffic had packed the main-river trail till it was hard and glassy as glare ice. Over this the sled flew along, and the dogs kept the trail fairly well, although Walt quickly discovered that he had made a mistake in choosing the leader. As they were driven in single file, without reins, he had to guide them by his voice, and it was evident the head-dog had never learned the meaning of "gee" and "haw."¹⁴ He hugged the inside of the curves too closely, often forcing his comrades behind him into the soft snow, while several times he thus capsized the sled.

There was no wind, but the speed at which he traveled created a bitter blast, and with the thermometer down to forty below, this bit through fur and flesh to the very bones. Aware that if he remained constantly upon the sled he would freeze to death, and knowing the practice of Arctic travelers, Walt shortened up one of the lashing-thongs, and whenever he felt chilled, seized hold of it, jumped off, and ran behind till warmth was restored. Then he would



On the Klondike, 1890s. Edward Roper.

¹⁴ These are commands used to direct the dogs. *Gee* means "to the right" and *haw* means "to the left."

Visualize What helps you picture the trail?

Plot How important is the environment to the plot?

Now We Read Compare the men in this painting with the stampede.

VOCABULARY A new vocabulary word is in **bold** type when it first appears in the reading selection.

VOCABULARY The word and its pronunciation, part of speech, and definition appear at the bottom of the same page.

Walt has walked all the fourteen years of his life in sun-tanned, moose-hide **moccasins**, and he can go to the Indian camps and “talk big” with the men, and trade calico² and beads with them for their precious furs. He can make bread without baking-powder, yeast or hops, shoot a moose at three hundred yards, and drive the wild wolf-dogs fifty miles a day on the packed trail.

Last of all, he has a good heart, and is not afraid of the darkness and loneliness, of man or beast or thing. His father is a good man, strong and brave, and Walt is growing up like him.

Walt was born a thousand miles or so down the Yukon, in a trading-post below the Ramparts. After his mother died, his father and he came on up the river, step by step, from camp to camp, till now they are settled down on the Mazy May Creek in the Klondike³ country. Last year they and several others had spent much toil and time on the Mazy May, and **endured** great hardships; the creek, in turn, was just beginning to show up its richness and to reward them for their heavy labor. But with the news of their discoveries, strange men began to come and go through the short days and long nights, and many unjust things they did to the men who had worked so long upon the creek.

Si Hartman had gone away on a moose-hunt, to return and find new stakes driven and his claim jumped.⁴

George Lukens and his brother had lost their claims in a like manner, having delayed too long on the way to Dawson to record them. In short, it was an old story, and

² **Calico** is a type of cotton cloth with a pattern on it. The word comes from Calicut, the town in India where the cloth was first made.

³ The Yukon River flows from Canada's Yukon Territory through Alaska to the Bering Sea. It was a major route to the Klondike during the gold rush of 1897-1898. The **Klondike** is the name of both a river and a gold-mining region in the Yukon Territory of Canada near the Alaskan border.

⁴ A **claim** was a piece of land that a prospector claimed to be his or her own. The prospector drove wooden **stakes** into the ground to mark its boundaries, and then recorded the claim with the gold commissioner in the city of **Dawson**. Someone who **jumped a claim** took over and recorded a claim for land that had been staked out, but not yet recorded, by someone else.

Vocabulary
endured (en door'd) v. underwent hardship without giving up; put up with

Visual Vocabulary

Moccasins are shoes with a sole and no heel, usually made from one piece of leather.



Plot What are your first impressions of Walt?

Plot What sets the newcomers apart from the men who live on the Mazy May?

VISUAL VOCABULARY

Some vocabulary words are explained with the help of a picture.

FOOTNOTES Selection footnotes explain words or phrases that you may not know to help you understand the story.



Klondike Gold Rush, 1904. Artist Unknown.

But Walt only yelled the harder at the dogs, and dashed round the bend with a couple of revolver bullets singing after him. At the next bend they had drawn up closer still, and the bullets struck uncomfortably near to him; but at this point the Mazy May straightened out and ran for half a mile as the crow flies. Here the dogs stretched out in their long wolf-swing, and the stampede, quickly winded, slowed down and waited for their own sled to come up.

Looking over his shoulder, Walt reasoned that they had not given up the chase for good, and that they would soon be after him again. So he wrapped the fur robe about him to shut out the stinging air, and lay flat on the empty sled, encouraging the dogs, as he well knew how.

At last, twisting abruptly between two river islands, he came upon the mighty Yukon sweeping grandly to the north. He could not see from bank to bank, and in the quick-falling twilight it loomed¹³ a great white sea of frozen stillness. There was not a sound, save the breathing

¹³ Something that **loomed** came into view in a way that seemed large and threatening.

Big Question

What does Walt's reasoning reveal about him?

Visualize What image helps you picture the Yukon?

BIG QUESTION These side notes help keep you focused on the unit's Big Question as you read.

After You Read

Respond and Think Critically

- What are the five stampedeers trying to do? *[Recall]*
- Briefly state how Walt protects his neighbor's claim. *[Summarize]*
- Walt's father asked him to keep an eye on his neighbor's claim. Why do you think his father trusted him with this task? *[Interpret]*
- Does Walt feel justified in taking the sled and the dogs and using violence? Do you think his actions are justified? Explain. *[Analyze]*
- Jack London once declared, "The proper function of man is to live, not exist." Explain how Walt carries out the author's idea before he even becomes a man. *[Conclude]*
- BQ BIG Question** Think about the word *king* and why Walt is eventually called "the King of Mazy May." What qualities make him heroic to the people who live on the Mazy May? Do you think Walt is heroic? Support your answer with evidence from the story. *[Evaluate]*

TIP

Concluding Remember, when you conclude, you form ideas about what you are reading. You make a decision about what you're reading.

- Think about the difference in meaning between the terms *to live* and *to exist*.
- Compare Walt's actions with London's statement.
- Think about how Walt's actions might be different if he had only been "existing."

Collocate Keep track of your ideas about the BIG Question in your unit Foldable.

Daily Life and Culture

Gold Rushes in the Nineteenth Century

In the late nineteenth century, gold attracted people to far-off places. Prospectors gathered in camps that quickly turned into boomtowns. These towns grew so quickly that they didn't have many laws or rules. Life there could be violent. Some greedy people would stop at nothing to get gold. Some boomtowns gradually turned into cities. But many others became ghost towns—settlements where the buildings stand empty and no people remain. Gold often turned out to be scarce after the first discovery. Prospectors simply drifted away from boomtowns after seeing their dreams of wealth disappear.

When gold was discovered in the Klondike, about 100,000 people headed north, hoping to strike it rich. Several "panics" had shaken the U.S. economy. Many people were desperate for money. But by 1904 most of the surface gold had been mined and the gold boom had ended.

Group Activity

- How does the lack of order in boomtowns help you understand the actions of the stampedeers? Do you think their actions were justified? Why or why not?
- Which source gives you a better understanding of the hardships miners in the Klondike had to endure: this passage or Jack London's story? Explain your answer.

66 UNIT 1 What Makes a Hero?

..... Wrap up the selection with **AFTER YOU READ**. Explore what you have learned through a wide range of reading, thinking, vocabulary, and writing activities.

Vocabulary

VOCABULARY WORDS may be new to you or seem difficult, but they are important words. Vocabulary words from each selection are introduced on the **BEFORE YOU READ** page. Each word is accompanied by its pronunciation, its part of speech, its definition, and the page number on which it first appears. The vocabulary word is also used in a sample sentence. The first appearance of each vocabulary word is highlighted in the Literature selection.

Literary Element Plot

Test Skills Practice

- Which sentence gives the best description of how Walt deals with difficult situations?
 - He gets discouraged and gives up easily.
 - He gets angry and resentful.
 - He relies on courage and determination.
 - He relies on others for help.

Review: Setting
As you learned on page 29, **setting** is the time and place in which the events of a story occur. Writers show the setting through concrete and sensory details. Setting often affects plot and characters. For example, many of Walt's actions are possible and make sense because the story takes place during the Klondike Gold Rush in the late 1800s.

Test Skills Practice

- Which word best describes the setting of this story?
 - familiar
 - mythical
 - comfortable
 - hostile

Reading Strategy Visualize

- Draw a picture of one of the scenes in the story. Do any parts of it look like your classmates' pictures?
- Look back at the chart of details you kept as you read the story. Which details most helped you visualize the setting, characters, and events? Why?

Vocabulary Practice

Match each boldface vocabulary word with a word from the right column that has the same meaning. Two of the words in the right column will not have matches. Then use each vocabulary word in a sentence or draw or find a picture that represents the word.

- endured**
 - hardworking
- industrious**
 - distant
- adjoining**
 - obviously
- evidently**
 - next door
- floundering**
 - tough
 - survived
 - stumbling

Example: endured
Sentence: The mountain climber endured freezing cold and bitter wind in order to reach the top.

Academic Vocabulary

Walt shows that he is as **reliable** as an adult. In the preceding sentence, **reliable** means "dependable and responsible." Think about someone you know who is reliable. What makes this person reliable? How do the person's actions reflect this trait?

Literature Online
Selection Resources For Selection Quizzes, flashcards, and Reading-Writing Connection activities, go to glencoe.com and enter QuickPass code GL19756ul.

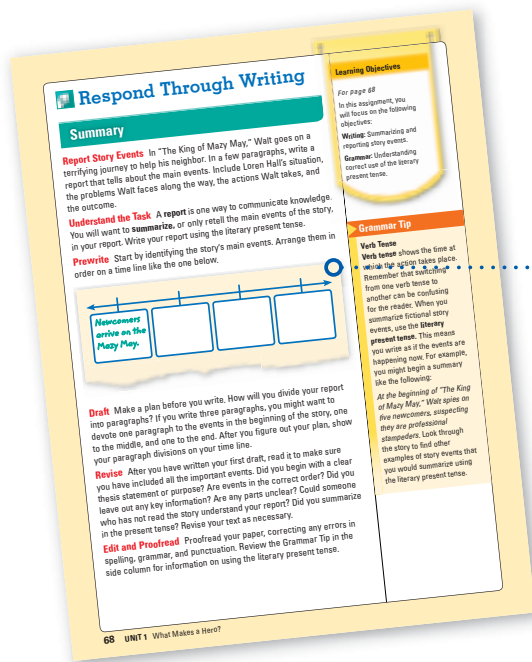
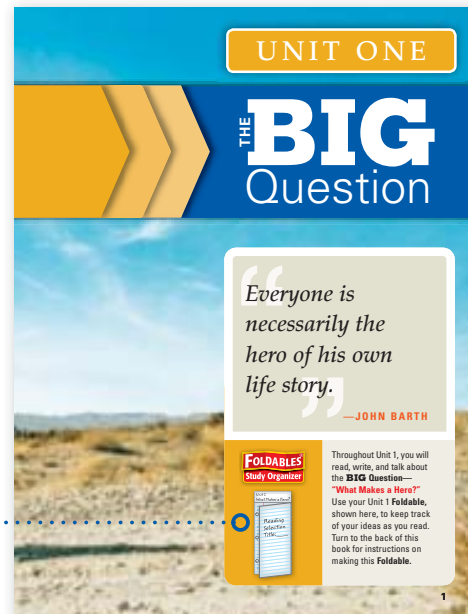
The King of Mazy May 67

..... **VOCABULARY PRACTICE** On the **AFTER YOU READ** pages, you will be able to practice using the vocabulary words in an exercise. This exercise will show you how to use a vocabulary strategy to understand new or difficult words.

..... **ACADEMIC VOCABULARY** Many of the **AFTER YOU READ** pages also introduce you to examples of academic vocabulary. These are words that you come across in your schoolwork. You will be asked to use these words to answer questions.

Organizing Information

FOLDABLES For every unit, you'll be shown how to make a *Foldable* that will help you keep track of your thoughts about the Big Question. See page R8 for more about Foldables.



GRAPHIC ORGANIZERS In *Glencoe Literature*, you will use different kinds of graphic organizers to help you arrange information. These graphic organizers include, among others, Venn diagrams, compare-and-contrast charts, cluster diagrams, and chain-of-events charts.

Writing Workshops

Each unit in *Glencoe Literature* includes a Writing Workshop. The workshop walks you through the writing process as you work on an extended piece of writing related to the unit.

- You will use helpful strategies to meet writing goals.
- You will learn tips and polish your critical thinking skills as you analyze workshop models.
- You will focus on mastering specific aspects of writing, including organization, grammar, and vocabulary.
- You will use a writing plan to evaluate your own writing.

Learning Objectives

For pages 140–145

In this workshop, you will focus on the following objective:

Writing Writing a short story using the writing process.

Writing Plan

- Choose an appropriate narrator and point of view.
- Develop a plot that has a beginning, rising action, a climax, falling action, and a resolution.
- Make the internal or external conflict part of every event in the plot and the basis for the theme.
- Include sensory details to describe the setting and action.
- Use dialogue and description, including specific movement and expressions, to highlight similarities and differences among main and minor characters.

Prewriting Tip

Brainstorming Don't judge the ideas that come into your head while brainstorming. Just write them all down. You can think about them later.

Writing Workshop

Narrative

Who are your favorite story heroes? Why are they heroes? In this workshop, you will write a short story that will help you think about the Unit 1 Big Question: What makes a hero?

Review the writing prompt, or assignment, below. Then read the Writing Plan. It shows what you will do to write your story.

Writing Assignment

A narrative tells a story. Write a short story in which one character becomes a hero by helping another character find a clever solution to a problem. The audience will be your classmates and teacher.

Prewrite

What kinds of characters can be heroes? What are some problems heroes might solve in clever ways? Look at the stories in this unit for examples, including "Dragon, Dragon" by John Gardner.

Gather Ideas

Brainstorm and take notes on setting, characters, and plot. Quickwrite—don't spend too much time thinking. Ask yourself,

- What times or places interest me?
- What will my characters look like? What traits will they have?
- What problems or conflicts will the main character need to solve?
- What will the conflict be—with nature, with society, character against character, or character with himself or herself?

Choose a Point of View

The point of view is the relationship of the narrator to the story. Choose the point of view that you think will work best for your story. A story using **first-person point of view** is told by one of the characters. The character uses pronouns such as *I* and *we*. The reader is limited to knowing only what that character knows, feels, or thinks. In **third-person point of view**, a narrator who is not a character in the story tells the story. The narrator uses pronouns such as *he*, *she*, and *they*. In a story with **limited third-person point of view**, the narrator reveals only the thoughts and feelings of one character. In a story using **third-person omniscient point of view**, the narrator can reveal the thoughts and feelings of all the characters.

140 UNIT 1 What Makes a Hero?

Assessment

Following each unit, you will be tested on the literature, reading, and vocabulary skills you learned. This test will give you the practice you need to succeed while providing an assessment of your understanding of the unit objectives.

Assessment

Reading

Read the passage and answer the questions. Write your answers on a separate sheet of paper.

from "The Gold Cadillac" by Mildred D. Taylor

"Lois and her sister, Wilma, are amazed to see their father pull up in front of their house in a shiny gold Cadillac. They rush into the house to tell the rest of the family.

"We got us a Cadillac! We got us a Cadillac!" Wilma and I proclaimed in unison. We had decided that the Cadillac had to be ours if our father was driving it and holding on to the keys. "Come on see!" Then we raced on, through the upstairs sunroom, down the front steps, through the downstairs sunroom, and out to the Cadillac. Mr. Pondexter was still there. Mr. LeRoy and Mr. Courtland from down the street were there too and all were admiring the Cadillac as my father stood proudly by, pointing out the various features.

"Brand-new 1950 Coupe de Ville!" I heard one of the men saying. "Just off the showroom floor!" my father said. "I just couldn't resist it." My sister and I eased up to the car and peeked in. It was all gold inside. Gold leather seats. Gold carpeting. Gold dashboard. It was like no car we had owned before. It looked like a car for rich folks.

"Daddy, are we rich?" I asked. My father laughed. "Daddy, it's ours, isn't it?" asked Wilma, who was older and more practical than I. She didn't intend to give her heart too quickly to something that wasn't hers.

"You like it?"

"Oh, Daddy, yes!"

He looked at me. "What 'bout you, 'lois?"

"Yes, sir!"

My father laughed again. "Then I expect I can't much disappoint my girls, can I? It's ours all right!"

Wilma and I hugged our father with our joy. My uncles came from the house and my aunts, carrying their babies, came out too. Everybody surrounded the car and oohed and ahed. Nobody could believe it.

150 UNIT 1 What Makes a Hero?



Reading and Thinking with Foldables®

by Dinah Zike, M.Ed., Creator of Foldables®

Foldables® are three-dimensional interactive graphic organizers for taking notes and organizing your ideas. They're also fun! You will fold paper, cut tabs, write, and manipulate what you have made in order to organize information; review skills, concepts, and strategies; and assess your learning.

Using Dinah Zike's Foldables in Reading and Literature Classes

Use Foldables before, during, and after reading selections in *Glencoe Literature*.

- Before you read: Your unit Foldable will help you focus on your purpose for reading by reminding you about the Big Question.
- During reading: Your unit Foldable will help you stay focused and engaged. It will also help you track key ideas and your thoughts about each selection to help you answer the Big Question. Using the Foldable will also encourage you to use higher level thinking skills in approaching text.
- After reading: Your Foldable will help you review your thoughts from your reading and



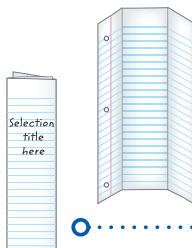
analyze, interpret, and evaluate various aspects of the Big Question. Your Foldable notes will also help you with your unit challenge. These notes can stimulate rich group discussions and inquiry as well.



As you read, you'll make notes about the Big Question. Later, you'll use these notes to complete the Unit Challenge. See pages R8–R9 for help with making Foldable 1. This diagram shows how it should look. ○...

Become an active reader. Track and reorganize information so that you can better understand the selection.

1. Make one page for each selection. At the end of the unit, you'll staple the pages together into one Foldable.
2. Label the front of the fold-over page with the selection title.
3. Open the fold-over page. On the right side, write the label My Purpose for Reading.
4. Open the Foldable all the way. At the top center, write the label The Big Question.



Practice reading and following step-by-step directions.

Use the illustrations that make the directions easier to follow.

Be Computer Safe and Smart

Cyber Safety

As you explore the *Glencoe Literature* program, you will have many opportunities to go online. When you use the Internet at school or at home, you enter a kind of community—the cyber world. In this online world, you need to follow safety rules and to protect yourself. Here are some tips to keep in mind:

- ✓ Be a responsible cyber citizen. Use the Internet to share knowledge that makes people's lives better. Respect other people's feelings and do not break any laws.
- ✓ Beware of cyber bullying. People can be hurt and embarrassed by comments that have been made public. You should immediately tell your teacher or counselor if you feel threatened by another student's computer postings.
- ✓ Do not give out personal information, such as your address and telephone number, without your parents' or guardians' permission.
- ✓ Tell your teacher, parent, or guardian right away if you find or read any information that makes you feel uneasy or afraid.
- ✓ Do not e-mail your picture to anyone.
- ✓ Do not open e-mail or text messages from strangers.
- ✓ Do not tell anyone your Internet password.
- ✓ Do not make illegal copies of computer games and programs or CD-ROMs.

Words To Know

cyber world the world of computers and high-tech communications

cyber safety actions that protect Internet users from harm

cyber ethics responsible code of conduct for using the Internet

cyber bully a person who uses technology to frighten, bother, or harm someone else

cyber citizen a person who uses the Internet to communicate



Literature Online

For more about Internet safety and responsibility, go to glencoe.com.

Reading Handbook

The What, Why, and How of Reading

You'll need to use the skills and strategies in the following chart to respond to questions and prompts in the selections. As you begin a new lesson, look carefully at the **Reading Skill** or **Strategy** on the **Before You Read** pages. Then find those skills or strategies in this chart and read about what they are, how to use them, and why they're important. The more you refer to the chart, the more these active reading skills or strategies will become a natural part of the way you read.

What is it?	Why is it important?	How to do it
Preview Previewing is looking over a selection before you read.	Previewing lets you begin to see what you already know and what you'll need to know. It helps you set a purpose for reading.	Look at the title, illustrations, headings, captions, and graphics. Look at how ideas are organized. Ask questions about the text.
Skim Skimming is looking over an entire selection quickly to get a general idea of what the piece is about.	Skimming will tell you what a selection is about. If the selection you skim isn't what you're looking for, you won't need to read the entire piece.	Read the title of the selection and quickly look over the entire piece. Read headings and captions and maybe part of the first paragraph to get a general idea of the selection's content.
Scan Scanning is glancing quickly over a selection in order to find specific information.	Scanning helps you pinpoint information quickly. It saves you time when you have a number of selections to look at.	As you move your eyes quickly over the lines of text, look for key words or phrases that will help you locate the information you're looking for.
Predict Predicting is taking an educated guess about what will happen in a selection.	Predicting gives you a reason to read. You want to find out if your prediction and the selection events match, don't you? As you read, adjust or change your prediction if it doesn't fit what you learn.	Combine what you already know about an author or subject with what you learned in your preview to guess what will be included in the text.
Set a Purpose Setting a purpose for reading is deciding why you are reading.	Setting a purpose for reading helps you decide on the reading strategies you use with a text.	Ask yourself if you are reading to understand new information, to find specific information, or to be entertained.

What is it?	Why is it important?	How to do it
Clarify Clarifying is looking at difficult sections of text in order to clear up what is confusing.	Authors often build ideas one on another. If you don't clear up a confusing passage, you may not understand main ideas or information that comes later.	Go back and reread a confusing section more slowly. Look up words you don't know. Ask questions about what you don't understand. Sometimes you may want to read on to see if further information helps you.
Question Questioning is asking yourself whether information in a selection is important. Questioning is also regularly asking yourself whether you've understood what you've read.	When you ask questions as you read, you're reading strategically. As you answer your questions, you're making sure that you'll get the gist of a text.	Have a running conversation with yourself as you read. Keep asking: Is this idea important? Why? Do I understand what this is about? Might this information be on a test later?
Visualize Visualizing is picturing a writer's ideas or descriptions in your mind's eye.	Visualizing is one of the best ways to understand and remember information in fiction, nonfiction, and informational text.	Carefully read how a writer describes a person, place, or thing. Then ask yourself: What would this look like? Can I see how the steps in this process would work?
Monitor Comprehension Monitoring your comprehension means thinking about whether you're understanding what you're reading.	The whole point of reading is to understand a piece of text. When you don't understand a selection, you're not really reading it.	Keep asking yourself questions about main ideas, characters, and events. When you can't answer a question, review, read more slowly, or ask someone to help you.
Identify Sequence Identifying sequence is finding the logical order of ideas or events.	In a work of fiction, events are usually presented in chronological (time) order. With nonfiction, understanding the logical sequence of ideas in a piece helps you follow a writer's train of thought. You'll remember ideas better when you know the logical order a writer uses.	Ask yourself what the author is trying to do: Tell a story? Explain how something works? Present information? Look for clues or signal words that might point to time order, steps in a process, or order of importance.
Connect Connecting means linking what you read to events in your own life or to other selections you've read.	You'll "get into" your reading and recall information and ideas better by connecting events, emotions, and characters to your own life.	Ask yourself: Do I know someone like this? Have I ever felt this way? What else have I read that is like this selection?

What is it?	Why is it important?	How to do it
Summarize Summarizing is stating the main ideas of a selection in your own words and in a logical sequence.	Summarizing shows whether you've understood something. It teaches you to rethink what you've read and to separate main ideas from supporting information.	Ask yourself: What is this selection about? Answer who, what, where, when, why, and how? Put that information in a logical order.
Determine Main Idea Determining an author's main idea is finding the most important thought in a paragraph or in a selection.	Finding main ideas gets you ready to summarize. You also discover an author's purpose for writing when you find the main ideas in a selection.	Think about what you know about the author and the topic. Look for how the author organizes ideas. Then look for the one idea that all of the sentences in a paragraph or all the paragraphs in a selection are about.
Respond Responding is telling what you like, dislike, or find surprising or interesting in a selection.	When you react in a personal way to what you read, you'll enjoy a selection more and remember it better.	As you read, think about how you feel about story elements or ideas in a selection. What's your reaction to the characters in a story? What grabs your attention as you read?
Review Reviewing is going back over what you've read to remember what's important and to organize ideas so you'll recall them later.	Reviewing is especially important when you have new ideas and a lot of information to remember.	Filling in a graphic organizer, such as a chart or diagram, as you read helps you organize information. These study aids will help you review later.
Interpret Interpreting is when you use your own understanding of the world to decide what the events or ideas in a selection mean. It's more than just understanding and remembering the facts.	Every reader constructs meaning on the basis of what he or she understands about the world. Finding meaning as you read is all about you interacting with the text.	Think about what you already know about yourself and the world. Ask yourself: What is the author really trying to say here? What larger idea might these events be about?
Infer Inferring is when you use your reason and experience to guess what an author does not come right out and say.	Making inferences is a large part of finding meaning in a selection. Inferring helps you look more deeply at characters and points you toward the theme or message in a selection.	Look for clues the author provides. Notice descriptions, dialogue, events, and relationships that might tell you something the author wants you to know.

What is it?	Why is it important?	How to do it
Draw Conclusions Drawing a conclusion is using a number of pieces of information to make a general statement about people, places, events, and ideas.	Drawing conclusions helps you find connections between ideas and events. It's another tool to help you see the larger picture.	Notice specific details about characters, ideas, and events as you read. Can you make a general statement on the basis of these details? For example, do a character's actions lead you to conclude that he or she is kind?
Analyze Analyzing is looking at separate parts of a selection in order to understand the entire selection.	Analyzing helps you look critically at a piece of writing. When you analyze a selection, you'll discover its theme or message, and you'll learn the author's purpose for writing.	To analyze a story, think about what the author is saying through the characters, the setting, and the plot. To analyze nonfiction, look at how the writer has organized main ideas. What do those ideas suggest?
Synthesize Synthesizing is combining ideas in order to reach a new understanding.	Synthesizing helps you move to a higher level of thinking. Creating something new of your own goes beyond remembering what you learned from someone else.	Think about the ideas or information you've learned in a selection. Ask yourself: Do I understand something more than the main ideas here? Can I create something else from what I now know?
Evaluate Evaluating is making a judgment or forming an opinion about something you have read. You can evaluate a character, an author's purpose, or the reliability of information in an article or text.	Evaluating can help you become a wise, sensible reader. Many selections—especially text you read online—require careful judgments about an author's qualifications and about the reliability of information presented.	As you read, ask yourself: Is this character realistic and believable? Is this author qualified to write on this subject? Is this author biased? Does this author present opinions as facts?

SCOPE AND SEQUENCE

This chart provides an overview of the scope and sequence for *Glencoe Literature—Course 1*. For a detailed scope and sequence of skills, see the chart at the beginning of each unit in the Teacher Edition. Refer also to the Index of Skills in the Reference section in the back of the book for a comprehensive listing of all skills and concepts taught in *Course 1*.

✓ = Introduced ✓ = Reviewed

	UNIT ONE	UNIT TWO	UNIT THREE	UNIT FOUR	UNIT FIVE	UNIT SIX
Reading Skills						
Activate Prior Knowledge	✓			✓		
Analyze	✓	✓	✓	✓	✓	
Compare and Contrast	✓	✓	✓	✓	✓	
Connect	✓	✓				
Determine Main Idea and Supporting	✓	✓		✓	✓	
Distinguish Fact and Opinion				✓		✓
Draw Conclusions			✓	✓	✓	
Evaluate			✓		✓	
Identify Author's Purpose		✓	✓	✓		✓
Identify Sequence	✓	✓				
Infer	✓	✓				
Interpret	✓					✓
Make Generalizations			✓	✓		✓
Monitor Comprehension	✓			✓		
Paraphrase and Summarize					✓	✓
Predict	✓		✓	✓		
Preview	✓	✓	✓	✓	✓	✓
Question		✓			✓	
Set a Purpose for Reading	✓	✓	✓	✓	✓	✓
Skim and Scan	✓		✓			
Synthesize			✓			
Understand Cause and Effect	✓	✓				✓
Understand Persuasive Techniques				✓		
Understand Text Structure	✓	✓		✓	✓	
Use Text Features	✓	✓	✓	✓	✓	✓
Visualize	✓					
Literary and Text Elements						
Act and Scene						✓
Allusion					✓	



	UNIT ONE	UNIT TWO	UNIT THREE	UNIT FOUR	UNIT FIVE	UNIT SIX
Anecdote	✓					
Author's Purpose		✓	✓	✓		
Bias				✓	✓	
Character	✓	✓	✓	✓	✓	✓
Characterization		✓	✓			
Conflict		✓	✓		✓	✓
Cultural Context			✓		✓	
Description	✓	✓	✓		✓	
Dialogue	✓	✓	✓			✓
Diction			✓		✓	
Figurative Language			✓	✓	✓	
Flashback		✓				
Foreshadowing			✓	✓		
Irony						✓
Imagery	✓	✓	✓		✓	
Mood				✓		
Narrator	✓			✓	✓	
Oral Tradition		✓				
Personification			✓			
Photos and Illustrations	✓	✓	✓	✓	✓	✓
Plot	✓	✓	✓	✓	✓	✓
Poetic Form and Structure		✓	✓		✓	
Point of View	✓			✓	✓	
Propaganda				✓		
Rhyme, Rythm, and Meter			✓			
Setting	✓			✓	✓	✓
Sound Devices			✓			✓
Stage Directions						✓
Stereotypes			✓		✓	
Style				✓		✓
Symbolism			✓			
Theme	✓	✓		✓	✓	
Thesis				✓		
Titles and Heads	✓	✓	✓	✓	✓	
Tone	✓	✓	✓	✓	✓	
Understanding Graphics	✓	✓		✓		

SCOPE AND SEQUENCE

✓ = Introduced ✓ = Reviewed

UNIT ONE	UNIT TWO	UNIT THREE	UNIT FOUR	UNIT FIVE	UNIT SIX
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Genres

Biography and Autobiography					✓
Drama					✓
Folktales and Myths	✓	✓	✓	✓	
Historical Fiction and Nonfiction				✓	
Informational Media		✓			
Persuasive Media				✓	
Poetry			✓		
Short Story	✓				

Vocabulary Skills

Roots and Base Words	✓				✓
Compound Words				✓	
Context Clues		✓			
Denotation and Connotation				✓	
Dialect and Dialogue	✓	✓	✓		✓
Figurative Language			✓	✓	✓
Idioms				✓	
Multiple-Meaning Words			✓		
Prefixes and Suffixes	✓		✓		
Structural Analysis	✓		✓		
Synonyms and Antonyms	✓	✓	✓	✓	✓
Word Origins					✓

Writing Skills

Writing Products					
Autobiographical Narrative				✓	
Biographical Narrative				✓	
Expository Essay		✓			
Functional Document		✓			
Narrative	✓				
Persuasive Essay				✓	
Poem				✓	
Research Report	✓			✓	
Response to Literature			✓		

	UNIT ONE	UNIT TWO	UNIT THREE	UNIT FOUR	UNIT FIVE	UNIT SIX
Short Story			✓			
Speech				✓	✓	
Summary		✓				
Writing Process						
Drafting	✓	✓	✓	✓	✓	✓
Editing	✓	✓	✓	✓	✓	✓
Presenting/Publishing	✓	✓	✓	✓	✓	✓
Prewriting	✓	✓	✓	✓	✓	✓
Proofreading	✓	✓	✓	✓	✓	✓
Revising	✓	✓	✓	✓	✓	✓
Writing Traits						
Conventions		✓				
Ideas						✓
Organization	✓					
Presentation	✓	✓	✓	✓	✓	✓
Fluency	✓			✓		
Voice				✓		
Word Choice				✓		
Grammar						
Capitalization		✓			✓	
Parts of Speech	✓	✓	✓	✓	✓	✓
Phrases, Clauses, and Sentences	✓			✓		
Punctuation	✓	✓	✓	✓	✓	✓
Sentence, Fragments		✓				
Subjects and Predicates			✓			
Subject-Verb Agreement						✓
Listening, Speaking, and Viewing						
Active Listening, and Group Discussion	✓	✓	✓	✓	✓	✓
Oral Presentations	✓	✓	✓	✓	✓	✓
Persuasive Techniques				✓		
Using Visuals		✓	✓		✓	
Viewing Art, Cartoons, and Photographs	✓	✓	✓	✓	✓	✓

Teaching the Objectives: Grade 6

The following abbreviated curriculum is a suggestion for addressing those objectives that students commonly encounter on standardized tests. You may use it as a guide for prioritizing instruction in preparation for the tests.

Unit 1

Selection/Lessons	Pacing/ Days	Genre	Where to Find the Instruction	Commonly Tested Objectives
What Exactly Is a Hero?	3–5	Essay	SE, p. 46 RW, RW-APP, pp. 1–10, 324 RW-EL, pp. 1–10, 324–326	Literary Study: Analyzing text structure. Reading: Determining main idea and supporting details.
The King of Mazy May	3–8	Short Story	SE, p. 52 RW, RW-APP, pp. 11–28, 325 RW-EL, pp. 11–28, 327–328	Literary Study: Analyzing plot. Reading: Visualizing parts of the story.
Pecos Bill	3–7	Folktales	SE, p. 122 RW, RW-APP, pp. 29–44 RW-EL, pp. 29–44, 329	Literary Study: Analyzing tone. Reading: Analyzing story elements.
Comparing Literature: The Courage That My Mother Had AND My Father Is a Simple Man	3–4	Poetry	SE, p. 135 RW, RW-APP, pp. 45–52 RW-EL, pp. 45–52, 330–331	Literary Study: Analyzing theme. Reading: Comparing and contrasting theme.

Unit 2

Selection/Lessons	Pacing/ Days	Genre	Where to Find Instruction	FCAT Benchmarks
Functional Documents: Mail Order Form AND Bank Account Application AND E-mail Instructions	3–5	Functional Documents	SE, p. 171 RW, RW-APP, pp. 53–62 RW-EL, pp. 53–62, 332–333	Reading: Skimming and scanning.
The Sand Castle	4–6	Short Story	SE, p. 178 RW, RW-APP, pp. 63–74, 326 RW-EL, pp. 63–74, 334–335	Literary Study: Analyzing the author’s use of flashbacks. Reading: Connecting to today. Reading: Understanding and explaining “shades of meaning” in related words.

[Note: SE= Student Edition; RW= Read and Write; RW-APP=Approaching Level; RW-EL=English Learner]

Climate	3–6	Textbook	SE, p. 210 RW, RW-APP, pp. 75–86, 327 RW-EL, pp. 75–86, 336–338	Literary Study: Identifying text features. Reading: Analyzing text structure.
Comparing Literature: He Lion, Bruh Bear, and Bruh Rabbit AND The Toad and the Donkey	2–7	Folktale	SE, p. 271 RW, RW-APP, pp. 87–100 RW-EL, pp. 87–100, 339–340	Literary Study: Analyzing character. Reading: Comparing and contrasting characters.

Unit 3

Selection/Lessons	Pacing/ Days	Genre	Where to Find Instruction	FCAT Benchmarks
Same Song AND Maestro	1–3	Poetry	SE, p. 309 RW, RW-APP, pp. 101–106 RW-EL, pp. 101–106, 341–342	Literary Study: Analyzing alliteration. Literary Study: Analyzing assonance.
The All American Slurp	3–9	Short Story	SE, p. 315 RW, RW-APP, pp. 107–126 RW-EL, pp. 107–126, 343	Literary Study: Analyzing description. Reading: Analyzing cultural context. Reading: Identifying and understanding root words.
I Dream a World AND Life Doesn't Frighten Me	2–4	Poetry	SE, p. 338 RW, RW-APP, pp. 127–134 RW-EL, pp. 127–134, 344–345	Literary Study: Analyzing poetic form and structure. Literary Study: Analyzing rhyme and rhyme scheme.
Whatif AND Jimmy Jet and His TV Set	1–3	Poetry	SE, p. 388 RW, RW-APP, pp. 135–140 RW-EL, pp. 135–140, 346–347	Literary Study: Analyzing meter and rhythm.
Arachne	3–5	Myth	SE, p. 405 RW, RW-APP, pp. 141–152 RW-EL, pp. 141–152, 348	Literary Study: Analyzing myth. Reading: Making generalizations about plot. Reading: Using context clues to determine meanings of unfamiliar words.

ESSENTIAL COURSE OF STUDY

Unit 4

Selection/Lessons	Pacing/ Days	Genre	Where to Find Instruction	FCAT Benchmarks
Functional Docs: Kids and Technology Survey AND Middle School Computer Use Policy	2–4	Functional Documents	SE, p. 464 RW, RW-APP, pp. 153–162 RW-EL, pp. 153–162, 349	Reading: Drawing conclusions about author’s meaning. Reading: Recognizing author’s purpose.
Eulogy on the Dog	1–3	Speech	SE, p. 478 RW, RW-APP, pp. 163–168, 328 RW-EL, pp. 163–168, 350–351	Literary Study: Analyzing argument: appeals to logic, emotion, ethics, and authority. Reading: Identifying and interpreting figurative language. Reading: Analyzing figurative language: simile, metaphor, and personification.
Spiders, from All I Really Need to Know I Learned In Kindergarten	3–6	Essay	SE, p. 493 RW, RW-APP, pp. 169–180, 329 RW-EL, pp. 169–180, 352–354	Literary Study: Analyzing thesis. Reading: Analyzing voice.
The Wolf and the House Dog AND The Donkey and the Lap Dog	2–4	Fables	SE, p. 502 RW, RW-APP, pp. 181–190 RW-EL, pp. 181–190, 355	Literary Study: Analyzing fables. Literary Study: Analyzing morals. Reading: Making generalizations about characters.
The Shutout	2–5	Essay	SE, p. 511 RW, RW-APP, pp. 191–200, 330 RW-EL, pp. 191–200, 356–357	Literary Study: Analyzing text structure. Reading: Monitoring comprehension. Reading: Monitoring expository text to determine meaning of unknown words or words with novel meanings.

Unit 5

Selection/Lessons	Pacing/ Days	Genre	Where to Find Instruction	FCAT Benchmarks
from Elie Wiesel: Voice from the Holocaust	2–4	Biography	SE, p. 596 RW, RW-APP, pp. 201–210 RW-EL, pp. 201–210, 358	Literary Study: Analyzing author’s purpose. Reading: Analyzing tone.
Primary Lessons	3–7	Autobiography	SE, p. 607 RW, RW-APP, pp. 211–226 RW-EL, pp. 211–226, 359	Literary Study: Recognizing author’s perspective. Literary Study: Drawing conclusions about author’s beliefs, meaning, culture, or theme. Reading: Analyzing cultural context. Reading: Recognizing frequently used foreign words in English and using them correctly.

[Note: SE= Student Edition; IRW= Interactive Read and Write (3 versions: **On Level**, **Approaching Level**, and **English Learner**)]

The Sidewalk Racer AND Alone in the Nets	1–3	Poetry	SE, p. 620 RW, RW-APP, pp. 227–234 RW-EL, pp. 227–234, 360	Literary Study: Analyzing free verse.
Eleanor Roosevelt AND In Eleanor’s Time	3–8	Biography	SE, p. 646 RW, RW-APP, pp. 235–252, 331 RW-EL, pp. 235–252, 361–362	Literary Study: Analyzing text features. Reading: Summarizing.
The Eco-Canoeist	3–7	Essay	SE, p. 684 RW, RW-APP, pp. 253–264, 332 RW-EL, pp. 253–264, 363–365	Reading: Drawing conclusions about author’s perspective. Literary Study: Analyzing allusion.
Damon and Pythias	3–7	Drama	SE, p. 734 RW, RW-APP, pp. 265–280 RW-EL, pp. 265–280, 366	Literary Study: Analyzing dialogue. Reading: Analyzing diction. Reading: categorizing vocabulary and identifying salient features.
from Brighton Beach Memoirs	3–5	Drama	SE, p. 762 RW, RW-APP, pp. 281–290, 333 RW-EL, pp. 281–290, 367–368	Literary Study: Understanding stage directions. Reading: Identifying cause-and-effect relationships.
TIME: Best of Buddies	3–5	Magazine Article	SE, p. 772 RW, RW-APP, pp. 291–300 RW-EL, pp. 291–300, 369–371	Reading: Previewing. Reading: Distinguishing fact and opinion.
Comparing Literature: Zlateh the Goat AND The Boy Who Lived with the Bears	5–10	Short Story AND Folktale	SE, p. 815 RW, RW-APP, pp. 301–323 RW-EL, pp. 301–323, 372	Literary Study: Analyzing author’s style. Reading: Comparing and contrasting styles.
	Total: 70–150			

To Teachers

Welcome to the Teacher Edition of *Glencoe Literature*. We have created this teacher edition based on the standards developed by experienced teachers and educational consultants. Teaching suggestions, additional resources, and leveled activities for differentiated instruction are all labeled and wrapped around the student text for your convenience.

Unit Scope and Sequence

Every unit of *Glencoe Literature* is organized around a carefully researched scope and sequence that includes the reading skills and strategies, literary elements, writing skills, and listening, speaking and viewing skills that students need in order to successfully progress through the program.

UNIT ONE

Skills Scope and Sequence

Readability Scores Key: Dale-Chall/DRP/Lexile

PART 1: Helping Others

Selections and Features	Literary Elements
BD Focus <i>The Fly</i> , by Mai Vo-Dinh pp. 2-8	Conflict TE p. 4
Short Story <i>The Scribe</i> , by Kristin Hunter 5.3/47/650 pp. 10-22	Narrator and Point of View SE p. 11
Vocabulary Workshop p. 23	
Informational Text TIME: Hurricane Heroes , by Thomas Fields-Meyer, Steve Helling, and Lori Rozsa 4.9/57/910 pp. 24-27	
Short Story <i>The Dog of Pompeii</i> , by Louis Untermeyer 5.5/72/9 pp. 28-43	Setting SE p. 29 Narrator and Point of View (review) SE p. 42
Genre Focus pp. 44-45	Short Story SE p. 44
Essay <i>What Exactly Is a Hero?</i> by T. A. Barron 7.3/68/780 pp. 46-51	
Short Story <i>The King of Mazy May</i> , by Jack London 6.7/57/1020 pp. 52-68	
Cultural Perspective from <i>Yukon Gold: The Story</i> by Charlotte Foltz Jones 6.3/57/650 pp. 69-72	

Reading Skills and Strategies	Vocabulary	Writing Grammar	Speaking, Listening, and Viewing
		Write a Summary SE p. 8 Write a Personal Response SE p. 8 Write a Poem TE p. 8	Oral Interpretation TE p. 6 Create a Poster TE p. 8
Connect to Personal Experience SE p. 11	Language Resources TE p. 14 Word Usage SE p. 22	Write a Story Map TE p. 12 Create a Poster TE p. 18 Hidden Subjects TE p. 20 Write a Journal Entry SE p. 22	Performance TE p. 16
	Word Parts SE p. 23		
Preview SE p. 24 Activate Prior Knowledge SE p. 24 Predict TE p. 24		Write a Comparison-Contrast Essay TE p. 26 Write a Research Report TE p. 26 Write a Summary SE p. 27	
Identify Cause-and-Effect Relationships SE p. 29 Preview TE p. 30 Predict TE p. 34 Identify Sequence SE p. 38	Word Usage SE p. 42 Academic Vocabulary SE p. 42	Write a Description TE p. 32 Write a Research Report TE p. 36, SE p. 43 Write a Letter TE p. 36 Write an Elegy TE p. 40	Discussion SE p. 41
Monitor Comprehension TE p. 44 Analyze Characterization SE p. 45 Analyze Plot SE p. 45		Create a Character and Story Map SE p. 45	
Determine Main Idea and Supporting Details SE p. 47 Paraphrase TE p. 50	Word Usage SE p. 51	Write a Description TE p. 48 Italics TE p. 50 Write a Letter SE p. 51	
Visualize SE p. 53 Preview TE p. 54 Compare and Contrast TE p. 54 Identify Cause-and-Effect Relationships TE p. 58 Monitor Comprehension TE p. 64	Word Usage SE p. 67 Academic Vocabulary SE p. 67	Write a Character Sketch TE p. 56 Write a Description TE p. 60 Write a Summary SE p. 68 Verb Tense SE p. 68 Write a Research Report TE p. 68	
Analyze Text Structure SE p. 69 Connect to Personal Experience TE p. 70		Write a Summary SE p. 72 Write a Persuasive Essay TE p. 72	Research Presentation TE p. 70

UNIT ONE

Focus

Bellringer Options

Literature Launchers: Pre-Reading Videos DVD, Unit 1 Launcher

Daily Language Practice Transparency 1

Or ask: **What are the characteristics of a hero?** Have students share their ideas and write them on the board. Explain that people can be heroic in many different ways.

View the Photograph

Ask: **What does this picture suggest about heroes?** (The picture suggests that heroes can be everyday people.)

For School-to-Home Activities, see Unit 1 Teaching Resources, pp. 5–11.

For independent novel study, see Novel Companion pp. 1–50.

WHAT Makes a Hero?

Unit Objectives

Literary Elements

- Analyzing narrator and point of view
- Analyzing plot
- Analyzing setting
- Analyzing character
- Analyzing characterization
- Analyzing theme
- Analyzing tone
- Analyzing dialogue
- Analyzing text structure

Reading Skills and Strategies

- Connections to personal experience
- Identifying
- Determining
- Comparing
- Analyzing
- Visualizing
- Interpreting

Writing

- Writing a narrative

Unit Objectives

In the Unit Objectives box, you will find the main teaching goals of each unit.

Big Question

The core of every unit of *Glencoe Literature* is a Big Question—a thought-provoking, real-life question that motivates students to read as they search for answers. Inquiry-based instruction is part of the philosophy behind *Glencoe Literature*.

UNIT ONE

THE BIG Question

Everyone is necessarily the hero of his own life story.

—JOHN BARTH

FOLDABLES
Study Organizer

Throughout Unit 1, you will read, write, and talk about the **BIG Question**—“What Makes a Hero?” Use your Unit 1 Foldable, shown here, to keep track of your ideas as you read. Turn to the back of this book for instructions on making this Foldable.

Unit Resources

Print

- Student and Teacher Editions, pp. 1–155
- Unit 1 Teaching Resources, pp. 1–213
- Bellringer Transparencies: Selection Focus 1–5, Daily Language Practice 1–31.
- Interactive Read and Write (On Level, Approaching, EL), pp. 1–52
- Novel Companion, pp. 1–50
- Assessment Resources, pp. 1–4, pp. 33–54, pp. 163–164

Technology

- TeacherWorks Plus CD-ROM
- StudentWorks Plus
- Literature Launchers: Pre-Reading Videos DVD, Unit 1
- Literature Online
www.glencoe.com
- Progress Reporter Online Assessment
- ExamView Assessment Suite CD-ROM
- Glencoe Interactive Vocabulary CD-ROM
- Listening Library Audio CD
- Classroom Presentation Toolkit CD-ROM
- Literature Library Teacher Resources CD-ROM
- BookLink CD-ROM
- Skill Level Up CD-ROM

Focus

Summary

A greedy money lender goes to collect a debt from a peasant family. He finds no one at home but their small son. When the money lender asks where the parents are, the boy answers with a riddle. Unsatisfied with the response, the lender offers to ignore the debt if the boy will tell him the parents' whereabouts. A fly on the lender's pole witnesses the promise. When the lender goes back on his promise in court, the boy tricks him into admitting the truth.

About the Quote

American writer John Barth says that instead of looking outside ourselves for heroes, we should recognize that we are heroes in our own lives. Think of the last kind thing you did for someone else. To that person, you may have been a hero. Heroes don't need special powers. Each person has the power to be a hero every day by making good decisions.

For diagnostic assessment, see Assessment Resources, pp. 1–4.

For Foldable pattern, see Unit 1 Teaching Resources, pp. 3–4.

Summary

Each unit begins with an interesting piece of literature chosen to engage students in thinking about the Big Question.

About the Quote

Every Unit Opener employs a quote that relates to the Big Question. About the Quote gives you some information and insight to share with students about this quote.

Unit Resources

Glencoe Literature provides a wealth of materials to support your teaching. The Unit Resources box gives you a list of program materials that you can use during the course of the unit.

TEACHER EDITION WALK-THROUGH

Three Part Lesson Plan

The Teacher Edition of *Glencoe Literature* is organized in a three-part structure: Focus, Teach, and Assess.

Focus

Focus activities help you prepare students for the day's lessons. The **Bellringer Activity** provides a choice of transparencies and other teaching strategies that engage students and focus their attention.

Before You Read

Focus

Bellringer Options

Daily Language Practice
Transparencies 2, 3

Say: Think of a time when you helped someone. How did this make you feel? Ask students whether or not they learned anything from the experience. Explain that helping people perform difficult or unfamiliar tasks challenges both the helper and the helped.

Vocabulary

Divide students into small groups. Each group will write a one-page dialogue using selection vocabulary. The dialogue should involve a situation in which one person is helping another. Have each group perform their scene for the class.

For additional vocabulary practice, see Unit 1 Teaching Resources, p. 28.

For additional context, use Glencoe Interactive Vocabulary CD-ROM.

English Learners

DIFFERENTIATED INSTRUCTION

Vocabulary Preteaching Read the following statements aloud and have students decide if they are true or false. Give students time to write down their answer to each statement.

- Someone who does the *minimum* amount of work does the most work possible. (False)
- He is considered a *veteran* because he served in World War II. (True)

10

Before You Read

The Scribe

Connect to the Story

Think about a time when you helped another person. Recall how you felt about it.

QuickWrite Freewrite for a few minutes about what you did and how it made you feel. What do your actions say about you?

Build Background

"The Scribe" describes a neighborhood in which few people use bank accounts. Instead, they rely on check-cashing services. A check-cashing service is a business where people can cash a check for a fee. Customers can also use the service to get a cash advance—that is, they can borrow money to be repaid later. However, they must pay a fee to borrow the money. Other services may be offered as well, such as paying utility bills. Some people prefer to use a check-cashing service rather than open an account at a bank.

Vocabulary

minimum (min' a m'm) *adj.* least possible; lowest; smallest (p. 13).
The minimum passing grade in this class is 70 percent.
veteran (vet' ar an) *n.* one who has served in the armed forces (p. 14).
My uncle is a veteran who served in the Gulf War.
criticized (krit' a siz' i) *v.* found fault with (p. 16).
During the basketball game, the coach criticized the player for dropping the ball.
disability (dis' a bil' a te) *n.* something that causes a loss or lack of ability (p. 17).
A person with a disability may require wheelchair access to a building.
muster (mus' tar) *v.* to find and gather together; collect or summon (p. 18).
She had to muster her strength to make it to the finish line.

10 UNIT 1 What Makes a Hero?

Meet Kristin Hunter



Every one of us is a wonder.
Every one of us has a story.

An Early Start Kristin Hunter began writing a newspaper column for the *Pittsburgh Courier* when she was only fourteen. As an adult, she wrote her first novel in her spare time while working for an advertising agency. Many of her novels for young adults describe the challenges and joys of growing up in an African American neighborhood.

Literary Works Kristin Hunter is the author of many novels for adults and young people, including *The Soul Brothers* and *Sister Lou*. "The Scribe" was published in 1973.

Kristin Hunter was born in 1931.

Literature Online
Author Search For more about Kristin Hunter, go to glencoe.com and enter QuickPass code GL197561.

Teach

In these sections, you will find leveled activities that correspond to and extend instruction in the Student Edition. Here you will also find information that enriches students' appreciation of art, photos, culture, or history as they apply to the selections being taught.

Approaching Level

DIFFERENTIATED INSTRUCTION

didn't appeal to me either. It's not air-conditioned, and the day was hot and muggy.

Finally I went to the park and threw stones at the swans in the lake. I was careful not to hit them, but they made good targets because they were so fat and white. Then after a while the sun got lower. I kind of cooled off and came to my senses. They were just big, dumb, beautiful birds and not my enemies. I threw them some crumbs from my sandwich and went home.

"Daddy," I asked that night, "how come you and Mom never cash checks downstairs in the Silver Dollar?"

"Because," he said, "we have an account at the bank, where they cash our checks free."

"Well, why doesn't everybody do that?" I wanted to know.

"Because some people want all their money right away," he said. "The bank insists that you leave them a minimum balance."

"How much?" I asked him.

"Only five dollars."

"But that five dollars still belongs to you after you leave it there?"

"Sure," he says. "And if it's in a savings account, it earns interest."

"So why can't people see they lose money when they pay to have their checks cashed?"

"A lot of our people," Mom said, "are scared of banks, period. Some of them remember the Depression," when all the banks closed and the people couldn't get their money out. And others think banks are only for white people. They think they'll be insulted, or maybe even arrested, if they go in there."

Wow. The more I learned, the more pitiful it was. "Are there any black people working at our bank?"

"There didn't used to be," Mom said, "but now they have Mr. Lovjoy and Mrs. Adams. You know Mrs. Adams, she's nice. She has a daughter your age."

"Hmmm," I said, and shut up before my folks started

7 The Depression, or Great Depression, was a period of high unemployment from 1929 through the 1930s.

2 **Narrator and Point of View**
What does the narrator's reaction reveal about him?

The Scribe 19

English Learners

DIFFERENTIATED INSTRUCTION

Advanced Explain to students that one way to determine the meaning of an unfamiliar word is to use context clues, which are other words or phrases near the unfamiliar word. Direct students to the word *funky* on p. 20. Instruct students on how to use clues to determine meaning. Have them look at the words around *funky*, such as *dark* and *dirty*. The narrator goes on to say that the Silver

Dollar "has trash on the floors and tape across the broken windows," which further solidifies the unpleasantness implied by *dark* and *dirty*. Suggest that students verify the definition of unfamiliar words using a dictionary. Challenge them to stop when they encounter such words and use context clues to determine meaning.

UNIT ONE

Teach

Literary Element 2

Narrator and Point of View Students may say that James cares deeply about helping others. However, he realizes that he shouldn't take out his frustration on the swans.

Teaching Note

Multiple-Meaning Words Point out to students the word *interest*. Explain that the word has multiple meanings, including "concern," "a charge for borrowed money," and "the profit earned on an investment." Here, *interest* means "the profit earned on an investment."

Cultural History

The Great Depression One of the primary causes of the Great Depression was the stock market crash in October 1929. On Black Monday (October 28) and Black Tuesday (October 29), investors traded a record number of shares in an attempt to withdraw their money from failing investments. As a result, the Dow Jones Industrial Average dropped 183 points and did not fully recover for 20 years.

Color Coding Teacher information is color coded to match information in the Student Edition.

Assess Students are assessed at regular points throughout instruction: after reading selections and at the end of units. The Teacher Edition provides answers to Student Edition questions.

Before You Read

Focus

Bellringer Options

Daily Language Practice
Transparency 80

Or show students pictures of a variety of flowers. **Ask:** In what ways are the flowers different from each other? What do you find attractive about each flower? Comment that flowers with very different appearances can be appealing.

Before You Read

Flowers and Freckle Cream

Connect to the Story

Everyone makes mistakes. Think about a time when you learned something valuable from a mistake you made.

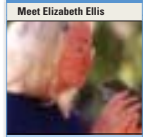
Quickwrite Freewrite for a few minutes and describe how learning from a mistake helped you become who you are.

Build Background

"Flowers and Freckle Cream" is about a young girl's struggle to recognize and appreciate her own special qualities. It is also about being able to learn from experiences and laugh about them later.

- The story is set in the 1950s in the Appalachian region where the author grew up.
- Freckles are specks or spots on the skin that darken when exposed to the sun.

Meet Elizabeth Ellis



"My favorite story is always the one I am just getting ready to tell next!"
—Elizabeth Ellis

Traveling Storyteller
Elizabeth Ellis learned to tell stories from her grandfather, who entertained her with ghost stories, legends, and folktales while she was growing up in the Appalachian Mountains. As an adult, Ellis travels all over the country telling her stories to children and adults. Ellis says she loves making a living this way because she has so much fun.

Literary Works "Flowers and Freckle Cream" appeared in *Best-Loved Stories Told at the National Storytelling Festival*, published in 1991. Elizabeth Ellis was born in 1943.

Literature Online

Author Search For more about Elizabeth Ellis, go to glencoe.com and enter QuickPass code GL19756A3.

Approaching Level

DIFFERENTIATED INSTRUCTION

Vocabulary Preteaching Show students the cover of a fashion magazine. Have them point to the model's complexion. **Ask:** Does he or she look flawless? Explain. Have a student show you the veins in his or her wrist. Show students a fine-point pen and a wide-tipped marker. **Say:** Which of these would you choose if you wanted to draw something precisely? Have a student draw the mark inside the box. **Ask:** Which of these might be inadequate?

After You Read

Assess

For additional assessment, see Assessment Resources, pp. 148–150.

Respond and Think Critically

Possible answers:

- He spoke out against a cruel new law. He is sent to prison and will be executed in two weeks.
- Damon offers to take Pythias's place in prison and at the execution if Pythias does not return.
- The robbers didn't believe that he would return to die or that a friend would die in his place.
- The king is a power-hungry tyrant who believes he isn't accountable to anyone.
- Students may think that the people might have gotten angry enough to rise up and remove the king from power.
- Students may say that neither was foolish. Damon knew friendship and family were worth more to Pythias than his life. Pythias knew that Damon did not deserve to die in his place.

Vocabulary Practice

- proclaimed
- resist
- honorable
- appointed
- none
- harsh
- none

Academic Vocabulary

An example would be doing well on a sports team. Students might talk about the challenges involved in preparing for a game.

After You Read

Respond and Think Critically

- What came did Pythias commit? What is his punishment? (Identify)
- What bargain does Damon make with the king? (Retell)
- Why didn't the robbers believe Pythias? (Summarize)
- What is the king's attitude toward Pythias and the people? (Analyze)
- In your opinion, if the king had executed Damon or Pythias, would either death help change the laws of the land? Explain. (Evaluate)
- Big Question** Was Damon foolish to risk his life on the faithfulness of his friend Pythias? Was Pythias foolish to return to be imprisoned when he was free? Explain your answer. (Conclude)

Vocabulary Practice

On a separate sheet of paper, write the vocabulary word that correctly completes each sentence. If none of the words fits the sentence, write *none*.

proclaimed appointed resist honorable harsh

- The audience cheered when the television show host _____ the winners.
- A swim in the lake was hard to _____ during the record heat.
- An _____ friend will not spread gossip or rumors.
- Our teacher _____ three people to design scenery for our class play.
- They were _____ that so few shoppers showed up for the midnight sale.
- The _____ sound of screeching brakes alarmed me.
- We traveled across the _____ state to attend the wedding.

Academic Vocabulary

The reader had to wait until the end of the radio play to learn the outcome.

In the preceding sentence, an *outcome* is a result or consequence. Think about a worthwhile goal you have had. What was the outcome in your attempt to achieve the goal?

TIP

Evaluate
When you evaluate, you make a judgment about something you are reading. Use these tips to answer question 5.

- Think about the king and his attitude toward his people. What evidence supports the viewpoint that the people like the way he rules?
- Think about Damon and Pythias's friendship and loyalty. What evidence supports the viewpoint that the people would be angry if Damon and Pythias were executed?

CAUTION Keep track of **what** your ideas about the **Big Question** in your unit folder.

Literature Online

Selection Resources
For Selection Guides, eFlashcards, and Reading-Writing Connection activities, go to glencoe.com and enter QuickPass code GL19756A4.

Progress Check

Can students comprehend vocabulary?

If... fewer than 6 answers are correct

Then... Glencoe Interactive Vocabulary CD-ROM.

Progress Check

If a student needs help (based on a quick and informal assessment), THEN we provide a suggestion for reteaching.

T53

Teaching Support



Bacchus soon took his leave.³ As Midas waved good-bye to him, his hand brushed an oak twig hanging from a tree—and the twig turned to gold!

The king screamed with joy, then shouted after Bacchus, “My wish has come true! Thank you! Thank you!”

The god turned and waved, then disappeared down the road.

Midas looked around excitedly. He leaned over and picked a stone up from the ground—and the stone turned into a golden nugget! He kicked the sand—and the sand turned to golden grains!

King Midas threw back his head and shouted, “I’m the richest man in the world!” Then he rushed about his grounds, touching everything. And everything, *everything* turned to gold: ears of corn in his fields! Apples plucked from trees! The pillars of his mansion!

When the king’s servants heard him shouting, they rushed to see what was happening. They found their king

³ When Bacchus took his leave, he said good-bye and left.

UNIT SIX

Teach

Literary Element | 2
Irony Students may say that Midas’s happiness will likely soon turn to dismay, because sooner or later he will touch something that he does not actually want to be gold.

For additional literary element practice, see Unit 6 Teaching Resources, p. 110.

Writer’s Technique
Foreshadowing Foreshadowing is the use of clues or hints about what will happen later in the story. It is foreshadowing, for example, when Midas says, “One never has enough gold,” and when Bacchus makes a quick, silent exit that suggests he senses something bad is coming.

For an audio recording of this selection, use Listening Library Audio CD-ROM.

Readability Scores
 Dale-Chall: 5.2
 DRP: 47
 Lexile: 760

King Midas. Arthur Rackham. Pen and ink & watercolor on paper. Private Collection.

Irony What makes Midas’s sense of joy ironic?

The Golden Touch 811

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Brackets and Numbers

When students are asked to think about the text, you will see brackets that are color coded and numbered so that the corresponding teacher information is readily identifiable.

Readability Scores

Dale-Chall, DRP, and Lexiles are provided for every selection

Big Question Connection

Teaching suggestions and questions help students maintain their inquiry into the Big Question.

Teaching Notes

These notes give you extra teaching hints and information.

Spiral Review

Because repetition and reinforcement are important for students’ learning, we indicate when a skill is being reviewed.

Skills Practice

Glencoe Literature provides additional practice with the skills—reading, writing, literature, research, listening, speaking, and viewing that provide the framework for all academic success.

UNIT SIX

Teach

BQ | BIG Question | 1
 Her firsthand experience of bad conditions for African Americans may have influenced her to find a way to overcome injustices and unfairness.

Teaching Note
Sequence-of-Events Order Draw a sequence-of-events chart on the board. Work with the class to fill in the chart with the events of Sarah Breedlove’s life on pages 722–723. Write in the first box, “At six, Sarah began working in the cotton fields.” End the chart with, “Sarah’s hair began falling out.” Have students identify the main events in between.

The Breedloves sharecropped cotton. Like her brothers and sisters, Sarah was working in the cotton fields by the time she was six. By the time she was eleven, both her parents were dead, and she moved in with her older sister, Louvenia. A few years later, they moved across the river to Vicksburg, Mississippi.

Sarah married a man named McWilliams to get away from her sister’s household. At that time, conditions in the South for blacks were actually worse than they had been during slavery. This was the time when Jim Crow laws were passed, segregating³ southern blacks from whites in nearly every area of life. It was the time when white supremacy groups like the Ku Klux Klan achieved their greatest power, and lynchings⁴ of blacks were common.

Sarah and her husband lived with the terror of being black as best they could. In 1885 their daughter, Lelia, was born, and her parents dreamed of making a better life for their little girl. Then, when Lelia was two, McWilliams was killed by a lynch mob.⁵

Sarah was a widow at the age of twenty, and the sole support of a two-year-old daughter. She took in laundry to earn a living and was determined to leave the South. With Lelia, she made her way up the Mississippi River and settled in St. Louis, where she worked fourteen hours a day doing other people’s laundry. She enrolled Lelia in the St. Louis public schools and was pleased that her daughter would get the education that had been denied to her. But she wanted more for her daughter and for herself.

Not long after they moved to St. Louis, Sarah McWilliams realized that her hair was falling out. She did not know why, but it is likely that the practice of braiding her hair too tightly was part of the cause. At the time, few hair-care products were available for black

³ *Segregating* means “separating or setting apart.”
⁴ *Lynchings* are acts by a mob of putting to death, usually by hanging, without a trial or other due process of law.
⁵ *McWilliams* . . . *no*. No documentation actually proves that he died this way.

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Literary Skills Practice

- Point of View** Help students distinguish between first- and third-person point of view:
 - first person:** The narrator is involved in and is part of the story. The narrator will frequently use the words *I* or *we*. Autobiography is told from the first-person point of view.

- third person:** The narrator is not part of the story. The narrator does not use *I* to describe the events of the story. Biography is told from the third-person point of view. Discuss with students how the point of view of this selection would be different if it were an autobiography.

Before You Read

Focus

Bellringer Options

Selection Focus Transparency 16

Literature Launchers: Pre-Reading Videos DVD, Selection Launcher

Or ask students to think of a time when a friend was in a difficult situation. **Ask:** Did you try to help him or her? How far would you be willing to go to help a friend? Ask students to share stories about times when they or someone they know went to great lengths for a friend.

Vocabulary

With a partner, have students write a very short story that includes all of the vocabulary words. When they are finished with their stories, encourage students to share them with the class.

For additional vocabulary practice, see Unit 6 Teaching Resources, p. 28.

For additional context, use Glencoe Interactive Vocabulary CD-ROM.

Before You Read

Damon and Pythias

Connect to the Play

Think about friendships you have had. What makes a friendship strong? What do you think is the basis of true friendship?

List Make a list of different traits that are important to friendship. You may want to rank them by order of importance. What does your ranking say about you?

Build Background

More than two thousand years ago, the Roman writer Cicero wrote down an ancient Greek story about two friends, Damon and Pythias. The story is set in the fourth century B.C. in Syracuse, a city on the island of Sicily. Syracuse was a powerful city in the ancient world and was ruled by a tyrant king, Dionysius the Elder. There are many versions of the story of Damon and Pythias. This version was written as a radio play.



Vocabulary

proclaimed (pro klaynd') v. announced officially; declared publicly (p. 737). *The mayor proclaimed that the town would hold an annual fall parade.*

appointed (a point') v. named or selected for an office or position (p. 737). *My friends appointed me the treasurer of our club.*

resist (ri zist') v. to act in opposition (p. 737). *The urge to buy new shoes at the sale was hard for Jyira to resist.*

honorable (on' or a ball) adj. characterized by principles of morality and integrity; upright (p. 740). *An honorable player will not intentionally cheat during a game.*

harsh (härsh) adj. rough or unpleasant to any of the physical senses (p. 743). *The harsh sound of breaking glass surprised us.*

Meet Fan Kissen

Radio Writer Fan Kissen spent most of her writing career turning folktales and legends into plays for young people. The plays were first performed in a radio series called *Tales from the Four Winds* that ran from 1945 to 1961. Each play included instructions for music and sound effects.

Literary Works Kissen collected and published plays in *The Bag of Fins and Other Tales*, *The Crowded House and Other Tales*, and *The Straw Da and Other Tales*.

Fan Kissen was born in 1904 and died in 1978.

Literature Online

Author Search For more about Fan Kissen, go to glencoe.com and enter QuickPass code GL10786d.

Approaching Level

DIFFERENTIATED INSTRUCTION

Vocabulary Preteaching Have students work in pairs to complete the following sentence stems by choosing the vocabulary word that best fits the sentence.

- During the election, Mary was _____ class president. (*appointed*)
- The principal _____ that there would be no school on Friday due to the holiday. (*proclaimed*)

- The little boy could not _____ the temptation to pull on his sister's pigtails. (*resist*)
- The student received an _____ mention for his hard work in school. (*honorable*)
- The loud rock music was a _____ sound on my eardrums. (*harsh*)

734

Vocabulary Preteaching

Because vocabulary is a key component of reading success, we provide for the struggling students and English Learners in your classroom additional vocabulary preteaching activities.

Grouping Icons

Flexible grouping is an effective way to provide instruction to a diverse classroom. These symbols suggest grouping options.

Cultural Perspective

Teach

View the Photograph

Students may say that the scenes are very similar and that the camps may all have had long barracks.

Political History

Executive Order 9066 Read students this excerpt from Executive Order 9066, which was issued by President Roosevelt: *I hereby authorize and direct the Secretary of War . . . to prescribe military areas in such places . . . with respect to which, the right of any persons to enter, remain in, or leave shall be subject to whatever restriction the Secretary of War or the appropriate Military Commander may impose in his discretion. Ask: What are the "places" referred to in this order? Why do you think President issued this order? (The places are concentration camps. The President felt pressure from the people, the media, and the military.)*

To check students' understanding of the selection, see Unit 6 Teaching Resources, pp. 53–54.



View the Photograph How does the scene compare with Yoshiko Uchida's painting on page 754? What features might all internment camps have shared?

commentator John Hughes warned that "Ninety percent or more of American-born Japanese are primarily loyal to Japan." In San Francisco, columnist Henry McLemore wrote, "I am for immediate removal of every Japanese from the West Coast. . . . Herd 'em up, pack 'em off. Let 'em be pinched, hurt and hungry!" Reflecting a tendency to confuse the enemy nation of Japan with American citizens of Japanese ancestry, McLemore thundered, "I hate the Japanese. And that goes for all of them!"

Stunned by the growing hostility, the Nisei tried to appear as un-Japanese as possible. Slowly, sadly, all along the west coast of America, they destroyed what they possessed of their Asian heritage. Japanese books and magazines were burned because of a rumor that FBI agents had found such materials in the homes of Issei arrested on suspicion of sabotage. Priceless diaries, letters, and photographs were burned; porcelain vases, tea sets, and silk tablecloths were buried or dumped on the street.

Executive Order No. 9066 PERSPECTIVE 759

English Learners

DIFFERENTIATED INSTRUCTION

Beginning Help students understand the causes that led to the creation of the internment camps. Ask students to work in small groups to discuss and make a list of the events that led President Roosevelt to issue Executive Order 9066 (These events were the attack on Pearl Harbor, the series

of Japanese victories in the Pacific, the influence of Lieutenant General John L. DeWitt, the Roberts Report, and the influence of newspaper writers and radio broadcasters.)

Approaching Level

DIFFERENTIATED INSTRUCTION

Established The word *media* is plural for *medium*, which means a "form of communication." Explain to students that the word *media* is often used to refer to all forms of mass communication that reach a wide audience. **Ask:** What are some forms of mass media? (Internet, newspapers, radio, television, and magazines are forms of mass media.)

759

Resource Suggestions at Point-of-Use

Helpful suggestions for using *Glencoe Literature* ancillary material support and simplify instruction.

Differentiated Instruction

Activities for your diverse classrooms are clearly labeled.

Informational Text

The wide range of informational text in *Glencoe Literature* broadens the students' reading to include more than just poetry, short stories, and plays.

Perspectives

Award-winning book excerpts provide students with the in-depth information they need to explore the cultural, political, historical, and literary contexts of a reading selection.

Cultural Perspective
on *The King of Mazy May* by Jack London

from

Yukon Gold

The Story of the
Klondike Gold Rush

Charlotte Foltz Jones

Colorado Book Awards, 2000

Set a Purpose for Reading
Read to learn what effect the discovery of gold had on people during the Klondike Gold Rush.

Build Background
During a depression in 1893, thousands of people in the United States were without jobs or money. Dreams of finding gold lured people to the Yukon. Most of them knew nothing about the risks.

Reading Skill Analyze Text Structure
Text structure includes the order in which an author presents ideas. An author may tell a story in chronological order, or the order in which events happen. As you read from *Yukon Gold: The Story of the Klondike Gold Rush*, use a time line like the one below to show events in the order in which they occur.

←	→		
1893 Economic depression hits the U.S.	Event 2:	Event 3:	Event 4:

Learning Objectives
For pages 69–72
In studying this text, you will focus on the following objective:
Reading: Analyzing text structure.

AMERICA NEEDED A MIRACLE
Gold!
The word is electrifying. Even in a world where most of us see gold only in jewelry or as a decoration on our mother's dishes, *gold* still stirs excitement and visions of great wealth. But a century ago, gold was magical. It could turn a poor person into a millionaire, and there were many poor people. The economy of the United States fell into a depression in 1893. In this "Panic of 1893," 156 railroads claimed bankruptcy, 15,000 businesses failed, and 642 banks closed, wiping out the savings of thousands of people. One quarter of the country's industries stopped production. Four million people out of a population of 65 million could not get jobs.

from *Yukon Gold* PERSPECTIVE 69

Cultural Perspective

Focus

Summary
An economic depression in 1893 put millions of people out of work. In their desperation, thousands joined the gold rush to the Klondike, hoping to get rich quick. Not only were food and supplies scarce there, but the weather was brutal. Many of the adventurers were not fit for hard work and knew little about surviving outdoors. For nearly all who set out, dreams of easy riches led only to new difficulties.

For summaries in languages other than English, see Unit 1 Teaching Resources, pp. 83–88.

Teach

Teaching Note
African American Vernacular English
Point out that 's is added to a noun to show that the noun possesses the person, place, or thing that follows it. For example, in the third paragraph on this page the phrase "the country's industries" means "industries that belonged to this country." If the phrase were "the country industries," the meaning would be "industries not in cities." Encourage students to use this construction to show possession in their own writing.

Readability Scores
Dale-Chall: 6.3
DRP: 57
Lexile: 850

TIME Articles

Linked to the Big Question, an author, or a reading selection, these articles deliver the facts on topical issues.

TIME

Focus

Summary

This article presents the basics of genetics, the study of heredity. It opens with a quiz about certain hereditary traits and then discusses some basic facts about genes and biology. A poem offers some more information about chromosomes and DNA. The article closes with a brief biography of Gregor Mendel, the father of genetics.

For summaries in languages other than English, see Unit 3 Teaching Resources, pp. 142–147.

Teach

Possible responses:

1. The title suggests that the article will contain information about genes, what they are, and what they do.
2. The text features help readers find information quickly and break the article up into manageable pieces.

For an audio recording of this selection, use Listening Library Audio CD-ROM.

Readability Scores

Dale-Chall: 8.9
DRP: 59
Lexile: 790

Learning Objectives

For pages 384–387

In studying this text, you will focus on the following objectives:

Reading:
Analyzing text structure.
Connecting to today.

Set a Purpose for Reading

Read to find out how genes shape who you are. As you read, think about the traits that make you unique.

Preview the Article

1. Based on the **title**, also called the headline, predict what you think the article is about.
2. Look at the article's **text features**, such as the heads, the quiz, the bulleted list, and the poem. How are these useful in a magazine article?

Reading Strategy

Connect to Today

Connecting an article to issues in today's world can help you understand what you read. As you read this article, recall news stories or movies you have seen about genetics.

Detail in Article	Where I've Heard of It
a chemical called DNA	movie about clones

TIME

The Gene SCENE

What makes you you?

By JORDAN BROWN

Genetics is the study of how special features, such as eye color, are passed on from one generation to another.

To find out more about special features, called traits, find a friend and grab some paper and a pencil. Ask each other these questions. Then write your answers on the paper.

1. Can you curl your tongue?

You: ☐ YES ☐ NO
Your Friend: ☐ YES ☐ NO

2. Can you wiggle your ears?

You: ☐ YES ☐ NO
Your Friend: ☐ YES ☐ NO

3. Can you raise just one of your eyebrows?

You: ☐ YES ☐ NO
Your Friend: ☐ YES ☐ NO

4. Do you have a "hitchhiker's thumb"?¹

You: ☐ YES ☐ NO
Your Friend: ☐ YES ☐ NO

¹ A *hitchhiker's thumb* is a rare trait in humans where the end joint of the thumb can be bent backward at an angle of at least 45 degrees.

384 UNIT 3 What Makes You Who You Are?

Writing Practice

Reflective Essay Explain to students that what they look like—the color of their eyes, the shape of their faces, their height, their straight or curly hair—is determined by their genetic makeup. Ask students to think about this question: Do your genes determine who you are?

Challenge students to write reflective essays in which they address the question "What makes me *me*?" Is it all about genetics, or are other factors at play? If so, what are these other factors? Have students share their essays and discuss their feelings.

Guide to Readability

Throughout the teacher materials in your Teacher Edition, you will encounter DRP readability measures assigned to the reading selections in *Glencoe Literature*. You will also find readability scores based on the Lexile Framework® for Reading and the Dale-Chall Readability Formula. You can use these scores to select reading materials that are suitable for your entire class or for individual students.

Degrees of Reading Power® (DRP)

DRP values indicate the readability of prose text. The higher the value, the more difficult the text. The scale ranges from 1 to 100; commonly encountered English text tends to fall somewhere between 25 and 85. Although middle school texts have an average difficulty of 56, and high school texts have an average difficulty of 62, no single readability level is appropriate for each grade level. Rather, a typical classroom has materials with a range of readability levels available for use—some intended for less proficient readers, some for average readers, and some for stronger readers. The following chart shows the average DRP readability range for materials widely available for use at each grade. Some materials you might use, however, will certainly fall outside of the range for your particular grade.

Grade	DRP Readability Ranges
6	51–61
7	52–62
8	53–64
9	53–65
10	51–68
11	56–67
12	57–68

The Lexile® Framework

A Lexile measure assigned to a text is the specific number that describes the reading demands of the text. The typical Lexile Scale ranges from 200 to 1700 Lexiles. As with the DRP measures, there is not a direct translation from a

specific Lexile measure to a specific grade level. Within any classroom, there will be a range of readers and a range of materials to be read. The levels shown on the following chart indicate the approximate range of Lexile scores for 50 percent of the materials found in a typical grade-level classroom. For example, the middle half of the instructional materials typically found in a sixth-grade classroom ranges in difficulty from about 850L to 1050L.

Grade	Text Measures (from Lexile Framework Map)
6	850L to 1050L
7	950L to 1075L
8	1000L to 1100L
9	1050L to 1150L
10	1100L to 1200L
11 and 12	1100L to 1300L

Dale-Chall Readability Formula

The Dale-Chall Formula is based on the average sentence length and the number of unfamiliar words in a passage. The idea behind this formula is that readers typically find it easier to read, process, and recall a passage if the words and sentences are familiar and grade appropriate. The Dale-Chall Formula assesses the difficulty of a passage by computing two different values from the text. The first measure is the average number of words per sentence. The second measure is the percentage of words in the passage not found on the grade appropriate Dale Word List. The following chart shows the average Dale-Chall readability scores for grades 5 thru 12.

Grade	Dale-Chall Readability Score
5-6th Grade	5.0 to 5.9
7-8th Grade	6.0 to 6.9
9-10th Grade	7.0 to 7.9
11-12th Grade	8.0 to 8.9

African American Vernacular English (AAVE)

Some of your students will be speakers of African American Vernacular English (AAVE). AAVE is a language system with well-formed rules for sounds, grammar, and meanings. Throughout the year you will help these students learn standard academic English by focusing on those places where AAVE differs from the standard and on those patterns that will have the most immediate impact on the students' reading and writing development.

These students will need help in understanding that what is appropriate in one setting is not appropriate in another, so they can shift easily and competently between varieties in different social contexts. Instruction will be more effective if it identifies nonstandard varieties of English as different, rather than inferior. All students should be taught standard English in a way that respects their home language.

Use the charts that follow to identify AAVE linguistic differences and instructional modifications that can help students as they learn to successfully and fluently speak,

read, and write standard English. The modifications focus on the following:

- Providing students with clear enunciation examples during phonics and phonemic awareness lessons targeting difficult sounds. Then additional pronunciation practice is provided during small group phonics lessons.
- Using contrastive analysis during whole group and small group time in which students code switch between AAVE and standard English. The difference in each grammatical structure is highlighted and students are provided ample opportunities to practice standard English in speaking and writing. They are also taught the proper context for each usage.
- Using Discrimination Drills in which two sentences are read aloud or written on the board. One is standard English, the other reflects common AAVE structures. Students must determine which is standard English.
- Using Translation Drills in which students change an AAVE sentence into standard English.

Phonics Differences

English/Language Arts Skill	Linguistic Differences and Instructional Modifications
Digraph <i>th</i> as in <i>bathroom</i>	For many speakers of African American Vernacular English, the initial /th/ sound in function words such as <i>this</i> and <i>then</i> is often produced as a /d/ sound. In some words, such as <i>thing</i> and <i>through</i> , the /th/ sound is produced as a /t/ sound. At the ends of words and syllables, such as <i>bathroom</i> and <i>death</i> , the /th/ sound is replaced by the /f/ sound. This will affect students' spelling and speaking. Students will need additional articulation support prior to spelling these words.
Final Consonant <i>r</i>	Many speakers of African American Vernacular English drop the /r/ sound in words. For example, these students will say <i>sto'</i> for <i>store</i> or <i>do'</i> for <i>door</i> . Clearly pronounce these words, emphasizing the /r/ sound. Have students repeat several times, exaggerating the sound before spelling these words.
<i>r</i> -Blends	Many speakers of African American Vernacular English drop the /r/ in words with <i>r</i> -Blends. For example, these students will say <i>th'ow</i> for <i>throw</i> . Clearly pronounce these words in the lesson, emphasizing the sounds of the <i>r</i> -Blend. Have students repeat several times, exaggerating the sound.
Final Consonant <i>/</i> and Final <i>/</i> -Blends	Many speakers of African American Vernacular English drop the /l/ sound in words, particularly in words with <i>-ool</i> and <i>-oal</i> spelling patterns, such as <i>cool</i> and <i>coal</i> , and when the letter <i>/</i> precedes the consonants <i>p</i> , <i>t</i> , or <i>k</i> as in <i>help</i> , <i>belt</i> , and <i>milk</i> . These students will drop the <i>/</i> when spelling these words, as well. Provide additional articulation support prior to reading and spelling these words.

Final Consonant Blends	Many speakers of African American Vernacular English drop the final letter in a consonant blend (e.g., <i>mp, nt, nk, lo, lt, lk</i>). For example, they will say <i>des'</i> for <i>desk</i> . Clearly pronounce the final sound in these words and have students repeat several times, exaggerating the sound.
Plurals	When the letter <i>-s</i> is added to a word ending in a consonant blend, such as <i>test (tests)</i> , many speakers of African American Vernacular English will drop the final sounds. Therefore they will say <i>tes'</i> or <i>tesse</i> s. These students will need additional articulation support.
Contractions	Many speakers of African American Vernacular English drop the <i>/t/</i> sound when pronouncing the common words <i>it's, that's, and what's</i> . These words sound more like <i>i's, tha's, and wha's</i> . These students will need additional articulation support in order to pronounce and spell these words.
Short Vowels <i>i</i> and <i>e</i>	When the <i>/i/</i> and <i>/e/</i> sounds appear before the consonants <i>m</i> or <i>n</i> in words, such as <i>pen/pin</i> and <i>him/hem</i> , many speakers of African American Vernacular English won't pronounce or hear the difference. Focus on articulation, such as mouth position for each vowel sound, during the lesson.
Inflectional Ending <i>-ing</i>	Many speakers of African American Vernacular English will pronounce words with <i>-ing</i> as <i>/ang/</i> . For example, they will say <i>thang</i> for <i>thing</i> . Emphasize the <i>/i/</i> sound in these words to help students correctly spell and pronounce them.

Grammar, Usage, Mechanics Differences

English/Language Arts Skill	Linguistic Differences and Instructional Modifications
Subject-Verb Agreement (<i>he is, he goes</i>)	To acquire standard academic English speech and writing, speakers of African American Vernacular English need to learn to use <i>-s</i> with a verb and the third person and only there, as in <i>he is</i> and <i>he goes</i> . Many speakers of AAVE will leave out the <i>-s</i> or place it elsewhere, as in <i>he go</i> or <i>we goes</i> . Write a sentence from students' speech or writing. Then provide contrastive analysis work. Write the standard English form above that sentence. Discuss the key differences.
Subject-Verb Agreement (<i>do/does, have/has, was/were</i>)	Many speakers of African American Vernacular English have difficulties with subject-verb agreement when the verbs <i>do/does, have/has, and was/were</i> are used. Additional grammar instruction and practice will be needed. Write a sentence from students' speech or writing. Then provide contrastive analysis work. Write the standard English form above that sentence. Discuss the key differences.
Past Tense (<i>-ed</i>)	Many speakers of African American Vernacular English understand the use of <i>-ed</i> to form the past tense but leave it out or add sounds when pronouncing the word, as in <i>pick</i> or <i>pickted</i> for <i>picked</i> . Students will need additional work during small group time with <i>-ed</i> in order to know when and where to use it in writing.
Past Tense (simple past tense vs. past perfect tense)	Many speakers of African American Vernacular English will add <i>had</i> to the simple past tense, saying <i>We had picked</i> for <i>We picked</i> . The use of <i>had</i> indicates the past perfect tense in standard academic English. Other common nonstandard forms of irregular past-tense verbs include <i>He seen that</i> and <i>He had ran over there</i> .
The Verb "to be" (pronunciation)	In the first person present tense, many speakers of African American Vernacular English will properly use <i>I am</i> or <i>I'm</i> , but say it more like <i>"uhm."</i> Focus on pronunciation.

The Verb “to be” (writing)	To learn standard academic English, many speakers of African American Vernacular English will need to learn not to delete <i>is</i> and <i>are</i> when speaking and writing. For example, students might say <i>He my brother</i> or <i>She goin’ over there</i> . Additional grammar instruction and practice will be needed. Use Discrimination and Translation Drills.
The Verb “to be” (speaking)	Many speakers of African American Vernacular English will use <i>was</i> in the singular and plural forms, as in <i>He was</i> and <i>They was</i> . Additional grammar instruction and practice will be needed.
The Verb “to be”	To learn standard academic English, many speakers of African American Vernacular English will need to learn to avoid using nonstandard forms, such as <i>He always be doing this</i> , in favor of <i>am</i> , <i>are</i> , and <i>is</i> . Also, additional instruction and practice will be needed to show the proper placement of the adverbs <i>always</i> , <i>never</i> , and <i>others</i> . For example, <i>He is always doing this</i> rather than <i>He always is doing this</i> . Write a sentence from students’ speech or writing. Then provide contrastive analysis work. Write the standard English form above that sentence. Discuss the key differences.
Possessives (‘s)	In standard academic English, ‘s is added to a noun to show possession. For many speakers of African American Vernacular English, the ‘s is absent. However, the ‘s is regularly added to <i>mine</i> , as in <i>This is mines</i> .
Possessive (whose)	The possessive pronoun <i>whose</i> is often not used by many speakers of African American Vernacular English. For example, students will say <i>I don’t know who book this was</i> . Students will need additional instruction and practice to acquire this skill.
<i>There is/There are</i>	Many speakers of African American Vernacular English will need help in pronouncing <i>its</i> in standard academic English and in properly using the patterns <i>there is</i> and <i>there are</i> . In AAVE it is common to replace the word <i>there</i> with <i>it</i> , as in <i>It’s a man at the door</i> rather than <i>There’s a man at the door</i> . Use Discrimination and Translation Drills.
Plurals (nouns of measure)	Most speakers of African American Vernacular English correctly use the plural, except when it involves “nouns of measure,” as in <i>It cost five dollars</i> or <i>She owe me five dollars</i> . However, the plural /s/ is often absent in writing, and students will need additional instruction and practice during small group time.
Negatives	Many speakers of African American Vernacular English will use several negatives in a sentence when only one is required, as in <i>Nobody never said nothing</i> . To master standard academic English, speakers of AAVE will need considerable practice to gain control of <i>any</i> , <i>ever</i> , and <i>either</i> after a negative word. Write a sentence from students’ speech or writing. Then provide contrastive analysis work. Write the standard English form above that sentence. Discuss the key differences. In addition, use Discrimination and Translation Drills.

The Interaction Between English and Students' Primary Languages

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It is important for teachers to understand why English Learners (ELs) use alternative pronunciations for some English words. Many English sounds do not exist or transfer to other languages, so English Learners may lack the auditory acuity to “hear” these English sounds and have difficulty pronouncing them. These students are not accustomed to positioning their mouth in a way the sound requires. The charts that appear on the following pages show that there is variation among languages, with some languages having more sounds in common and thus greater transfer to English than others.

For example, an English speaker may be able to pronounce the /r/ in the Spanish word *pero* (“but”), but not the /rr/ trill in *perro* (“dog”). The English speaker may also lack the auditory acuity to detect and the ability to replicate the tonal sounds of some Chinese words. Similarly, a Vietnamese speaker may have difficulty pronouncing /th/ in words such as *thin* or *thanks*.

Further, English Learners make grammatical errors due to interference from their native languages. In Spanish, the adjective follows the noun, so often English Learners say “the girl pretty” instead of “the pretty girl.” While English changes the verb form with a change of subject (*I walk. She walks.*), some Asian languages keep the verb form constant across subjects. Adding /s/ to the third person may be difficult for some English Learners. Students may know the grammatical rule, but applying it consistently may be difficult, especially in spoken English.

When working with English Learners, you should also be aware of sociocultural factors that affect pronunciation. Students may retain an accent because it marks their social identity. Speakers of other languages may feel at a social distance from members of the dominant English-speaking culture.

English Learners improve their pronunciation in a nonthreatening atmosphere in which participation is encouraged. Opportunities to interact with native English speakers provide easy access to language models and give English Learners practice using English. However, students should not be forced to participate. Pressure to perform—or

to perform in a certain way—can inhibit participation. In any classroom, teacher sensitivity to pronunciation differences contributes to a more productive learning environment.

Phonics, word recognition, and spelling are influenced by what students know about the sounds, word structure, and spelling in their primary languages. For example, beginning readers who speak Spanish and are familiar with its spelling will often spell short o with an a, a letter that in Spanish makes the short o sound. Similarly, English Learners who are unaccustomed to English consonant digraphs and blends (e.g., /ch/ and s-blends) spell /ch/ as sh because /sh/ is the sound they know that is closest to /ch/. Students learn about the way pronunciation influences their reading and spelling, beginning with large contrasts among sounds, then they study the finer discriminations. As vocabulary advances, the meaning of words leads students to the sound contrasts. For example, shoe and chew may sound alike initially, but meaning indicates otherwise. Students’ reading and discussions of what they read advances their word knowledge as well as their knowledge in all language and literacy systems, including phonics, pronunciation, grammar, and vocabulary.



Phonics Transfers: Sound Transfers

This chart indicates areas where a positive transfer of sounds and symbols occurs for English Learners from their native languages into English. This symbol (✓) identifies a positive transfer. “Approximate” indicates that the sound is similar.

Consonants						
Sound Transfers	Spanish	Cantonese	Vietnamese	Hmong	Korean	Khmer
/b/ as in bat	✓	approximate	approximate	approximate	approximate	✓
/k/ as in cake, kitten, peck	✓	✓	✓	✓	✓	✓
/d/ as in dog	✓	approximate	approximate	✓	approximate	✓
/f/ as in farm	✓	✓	✓	✓		
/g/ as in girl	✓	approximate	✓	approximate	approximate	
/h/ as in ham	✓	✓	✓	✓	✓	approximate
/j/ as in jet, page, ledge		approximate	approximate		approximate	
/l/ as in lion	✓	✓	✓	✓	✓	
/m/ as in mat	✓	✓	✓	✓	✓	✓
/n/ as in night	✓	✓	✓	✓	✓	✓
/p/ as in pen	✓	✓	✓	approximate	✓	✓
/kw/ as in queen	✓	approximate	✓		✓	✓
/r/ as in rope	approximate					✓
/s/ as in sink, city	✓	✓	✓	✓	✓	approximate
/t/ as in ton	✓	✓	approximate	approximate	✓	✓
/v/ as in vine	✓		✓	✓		
/w/ as in wind	✓	✓			✓	✓
/ks/ as in six	✓				✓	✓
/y/ as in yak	✓	✓		✓	✓	✓
/z/ as in zebra			✓			
Diagraphs						
/ch/ as in cheek, patch	✓	approximate		✓	✓	✓
/sh/ as in shadow			✓	✓	✓	
/hw/ as in whistle					✓	✓
/th/ as in path	approximate		approximate			
/TH/ as in that	approximate					

LANGUAGE TRANSFERS

Diagraphs (continued)

Sound Transfers	Spanish	Cantonese	Vietnamese	Hmong	Korean	Khmer
/ng/ as in sting	✓	✓	✓	✓	✓	approximate

Short Vowels

/a/ as in cat	approximate		approximate	✓	✓	
/e/ as in net	✓	approximate	approximate		✓	
/i/ as in kid	approximate	approximate			✓	
/o/ as in spot	approximate	approximate	approximate	approximate	approximate	✓
/u/ as in cup	approximate	approximate	✓		✓	✓

Long Vowels

/ā/ as in lake, nail, bay	✓	approximate	approximate	approximate	✓	✓
/ē/ as in bee, meat, cranky	✓	approximate	✓	✓	✓	✓
/ī/ as in kite, tie, light, dry	✓	approximate	✓	✓	✓	✓
/ō/ as in home, road, row	✓	approximate	approximate		✓	
/ū/ as in dune, fruit, blue	✓	approximate	✓	✓	✓	✓
/yü/ as in mule, cue	✓	approximate			✓	

r-Controlled Vowels

/är/ as in far	approximate	approximate				
/ôr/ as in corn	approximate	approximate				
/ûr/ as in stern, bird, suburb	approximate	approximate				
/âr/ as in air, bear						
/îr/ as in deer, ear						

Variant Vowels

/oi/ as in boil, toy	✓	approximate	approximate		✓	✓
/ou/ as in loud, down	✓	approximate	✓	approximate	✓	✓
/ô/ as in law	approximate	✓	✓	approximate	approximate	✓
/ô/ as in laundry	approximate	approximate	✓	approximate	approximate	✓
/ôl/ as in salt, call	approximate	approximate			approximate	✓
/oo/ as in moon, drew	✓	approximate	approximate	✓	✓	✓
/oo/ as in look		approximate	approximate		approximate	✓
/ə/ as in askew			approximate		✓	

Phonics Transfers: Sound Symbol Match

Consonants						
Sound Transfers	Spanish	Cantonese	Vietnamese	Hmong	Korean	Khmer
/b/ as in bat	✓		✓			
/k/ as in cake	✓		✓			
/k/ as in kitten	✓		✓	✓		
/k/ as in peck						
/d/ as in dog	✓		✓	✓		
/f/ as in farm	✓			✓		
/g/ as in girl	✓		✓			
/h/ as in ham			✓	✓		
/j/ as in jet, page, ledge						
/l/ as in lion	✓		✓	✓		
/m/ as in mat	✓		✓	✓		
/n/ as in night	✓		✓	✓		
/p/ as in pen	✓		✓	✓		
/kw/ as in queen			✓			
/r/ as in rope	approximate					
/s/ as in sink, city	✓		✓			
/t/ as in ton	✓		✓	✓		
/v/ as in vine	✓		✓	✓		
/w/ as in wind	✓					
/ks/ as in six	✓					
/y/ as in yak	✓			✓		
/z/ as in zebra						

LANGUAGE TRANSFERS

Diagrams						
Sound Transfers	Spanish	Cantonese	Vietnamese	Hmong	Korean	Khmer
/ch/ as in cheek, patch	✓					
/sh/ as in shadow						
/hw/ as in whistle						
/th/ as in path			✓			
/TH/ as in that						
/ng/ as in sting	✓		✓			
Short Vowels						
/a/ as in cat			✓	✓		
/e/ as in net	✓		✓			
/i/ as in kid						
/o/ as in spot			✓	✓		
/u/ as in cup						
Long Vowels						
/ā/ as in lake						
/ā/ as in nail						
/ā/as in bay						
/ē/ as in bee						
/ē/ as in meat						
/ē/ as in cranky						
/ī/ as in kite, tie, light, dry						
/ō/ as in home, road, row						
/ū/ as in dune			✓	✓		
/ū/ as in fruit, blue						
/yü/ as in mule, cue						

r-Controlled Vowels						
Sound Transfers	Spanish	Cantonese	Vietnamese	Hmong	Korean	Khmer
/är/ as in far	✓					
/ôr/ as in corn	✓					
/ûr/ as in stern	✓					
/ûr/ as in bird, suburb						
/âr/ as in air, bear						
/îr/ as in deer, ear						
Variant Vowels						
/oi/ as in boil	✓		✓			
/oi/ as in toy	✓					
/ou/ as in loud						
/ou/ as in down						
/ô/ as in law						
/ô/ as in laundry						
/ôl/ as in salt	✓					
/ôl/ as in call						
/oo/ as in moon, drew						
/oo/ as in look						
/ə/ as in askew						

Grammar Transfers: Grammatical Form

This chart can be used to address common mistakes that some English Learners make when they transfer grammatical forms from their native languages into English.

Nouns			
Grammatical Form	Transfer Mistakes in English	Native Language	Cause of Difficulty
Plural Marker -s	Forgets plural marker -s <i>I have 3 sister.</i>	Cantonese, Haitian Creole, Hmong, Korean, Vietnamese, Khmer	Native language does not use a plural marker.
Countable and Uncountable Nouns	Confuses countable and uncountable nouns <i>the homeworks or the informations</i>	Haitian Creole, Spanish	Countable and uncountable nouns are different in English and native language.
Possessives	Uses prepositions to describe possessives <i>the book of my brother as opposed to my brother's book</i>	Haitian Creole, Hmong, Spanish, Vietnamese	Possession is often described using a prepositional phrase.
	Avoids using 's <i>dog my father as opposed to my father's dog</i>	Haitian Creole, Vietnamese, Khmer	A noun follows the object in the native language.
Articles			
a/an	Consistently omits articles <i>He has book. They want dog not cat.</i>	Cantonese, Haitian Creole, Hmong, Korean, Vietnamese, Khmer	There is no article in the native language or no difference between <i>the</i> and <i>a</i> .
	Overuses articles <i>The English is difficult. The soccer is popular in the Europe.</i>	Haitian Creole, Hmong, Spanish	Some languages use articles that are omitted in English.
	Mistakes <i>one</i> for <i>a/an</i> <i>She is one nurse.</i>	Haitian Creole, Hmong, Vietnamese	The native language either does not use articles or uses articles differently.
Pronouns			
Gender-Specific Pronouns	Uses pronouns with the inappropriate gender <i>He is my sister.</i>	Cantonese, Haitian Creole, Hmong, Korean, Spanish, Khmer	The third person pronoun in the native language is gender free, or the personal pronoun is omitted.
	Uses inappropriate gender, particularly with neutral nouns <i>The day is sunny. She is beautiful.</i>	Spanish	Nouns have feminine or masculine gender in the native language, and the gender may be carried over into English.

Pronouns			
Grammatical Form	Transfer Mistakes in English	Native Language	Cause of Difficulty
Object Pronouns	Confuses subject and object pronouns <i><u>Her</u> talks to me.</i>	Cantonese, Hmong, Khmer	The same pronoun form is used for subject and object in the native language.
	Omits object pronouns <i>That girl is very rude, so nobody likes.</i>	Korean, Vietnamese	The native language does not use direct objects.
Pronoun and Number Agreement	Uses the wrong number for pronouns <i>I saw many red birds. <u>It</u> was pretty.</i>	Cantonese, Korean	The native language does not require number agreement.
Subject Pronouns	Omits subject pronouns <i>Mom isn't home. <u>Is</u> at work.</i>	Korean, Spanish	Subject pronouns may be dropped because in the native language the verb ending gives information about the number and/or gender.
Pronouns in Clauses	Omits pronouns in clauses <i>If don't do homework, they will not learn.</i>	Cantonese, Vietnamese	The native language does not need a subject in the subordinate clause.
Pronouns and Nouns	Overuses pronouns with nouns <i>This school, <u>it</u> very good.</i>	Hmong, Vietnamese	This is popular in speech in some languages. The speaker mentions a topic, then makes a comment about it.
	Avoids pronouns and repeats nouns <i><u>Carla</u> visits her sister every Sunday, and <u>Carla</u> makes a meal.</i>	Korean, Vietnamese	In the native language, the speaker repeats nouns and does not use pronouns.
Pronoun <i>one</i>	Omits the pronoun <i>one</i> <i>I saw two dogs, and I like the small.</i>	Spanish	Adjectives can stand alone in the native language, but English requires a noun or <i>one</i> .
Possessive Forms	Confuses possessive forms <i>The book is <u>my</u>.</i>	Cantonese, Hmong, Vietnamese	Cantonese and Hmong speakers tend to omit the final <i>n</i> sound, which may create confusion between <i>my</i> and <i>mine</i> .

Verbs

Grammatical Form	Transfer Mistakes in English	Native Language	Cause of Difficulty
Present Tense	Omits -s in present tense, third person agreement <i>He <u>like</u> pizza.</i>	Cantonese, Haitian Creole, Hmong, Korean, Vietnamese, Khmer	Subject-verb agreement is not used in the native language.
Irregular Verbs	Has problems with irregular subject-verb agreement <i>Tom and Sue <u>has</u> a new car.</i>	Cantonese, Hmong, Korean, Khmer	Verbs' forms do not change to show the number of the subject in the native language.
Inflectional Endings	Omits tense markers <i>I <u>study</u> English yesterday.</i>	Cantonese, Haitian Creole, Hmong, Korean, Vietnamese, Khmer	The native language does not use inflectional endings to change verb tense.
Present and Future Tenses	Incorrectly uses the present tense for the future tense <i>I go next week.</i>	Cantonese, Korean	The native language may use the present tense to imply the future tense.
Negative Statements	Omits helping verbs in negative statements <i>Sue no coming to school.</i>	Cantonese, Korean, Spanish	The native language does not use helping verbs in negative statements.
Present-Perfect Tense	Avoids the present-perfect tense <i>Marcos live here for three months.</i>	Haitian Creole, Vietnamese	The native language does not use the present-perfect verb form.
Past-Continuous Tense	Uses the past-continuous tense for recurring action in the past <i>When I was young, I <u>was talking</u> a lot.</i>	Korean, Spanish	In the native language, the past-continuous tense is used but in English the expression <i>used to</i> or the simple past tense is used.
Main Verb	Omits the main verb <i>Talk in class not good.</i>	Cantonese	Cantonese does not require an infinitive marker when using a verb as a noun. Speakers may confuse the infinitive for the main verb.
Main Verbs in Clauses	Uses two or more main verbs in one clause without any connectors <i>I <u>took</u> a book <u>went studied</u> at the library.</i>	Hmong	In Hmong, verbs can be used consecutively without conjunctions or punctuation.
Linking Verbs	Omits the linking verb <i>He hungry.</i>	Cantonese, Haitian Creole, Hmong, Vietnamese, Khmer	In some languages, <i>be</i> is implied in the adjective form. In other languages, the concept is expressed with a verb.
Helping Verb in Passive Voice	Omits the helping verb in the passive voice <i>The homework done.</i>	Cantonese, Vietnamese	In Cantonese and Vietnamese, the passive voice does not require a helping verb.

Verbs			
Grammatical Form	Transfer Mistakes in English	Native Language	Cause of Difficulty
Passive Voice	Avoids the passive voice <i>They speak English here.</i> <i>One speaks English here.</i> <i>English is spoken here.</i>	Haitian Creole	The passive voice does not exist in the native language.
Transitive Verbs	Confuses transitive and intransitive verbs <i>The child broke. The child broke <u>the</u> <u>plate</u>.</i>	Cantonese, Korean, Spanish	Verbs that require a direct object differ between English and the native language.
Phrasal Verbs	Confuses related phrasal verbs <i>I ate at the apple.</i> <i>I ate up the apple.</i>	Korean, Spanish	Phrasal verbs are not used in the native language, and there is often confusion over their meaning.
Have and be	Uses have instead of be <i>I have thirst. He has right.</i>	Spanish	Spanish and English have different uses for <i>have</i> and <i>be</i> .
Adjectives			
Word Order	Places adjectives after nouns <i>I saw a car red.</i>	Haitian Creole, Hmong, Spanish, Vietnamese, Khmer	Nouns often precede adjectives in the native language.
	Consistently places adjectives after nouns <i>This is a lesson new.</i>	Cantonese, Korean	Adjectives always follow nouns in the native language.
-er and -est Endings	Avoids -er and -est endings <i>I am more old than you.</i>	Hmong, Korean, Spanish, Khmer	The native language shows comparative and superlative forms with separate words.
-ing and -ed Endings	Confuses -ing and -ed forms <i>Math is bored.</i>	Cantonese, Korean, Spanish, Khmer	Adjectives in the native language do not have active and passive meanings.
Adverbs			
Adjectives and Adverbs	Uses an adjective where an adverb is needed <i>Talk quiet.</i>	Haitian Creole, Hmong, Khmer	Adjectives and adverb forms are interchangeable in the native language.
Word Order	Places adverbs before verbs <i>He quickly ran.</i> <i>He ran quickly.</i>	Cantonese, Korean	Adverbs usually come before verbs in the native language, and this tendency is carried over into English.
Prepositions			
	Omits prepositions <i>I like come school.</i>	Cantonese	Cantonese does not use prepositions the way that English does.

How to Use the Grammar Transfer Charts

The grammar of many languages differs widely from English. For example, a student's primary language may use a different word order than English, may not use parts of speech in the same way, or may use different verb tenses. The Grammar Transfer Charts are designed to help you anticipate and understand possible student errors in speaking and writing standard English. With all grammar exercises, the emphasis is on oral communication, both as a speaker and listener.

1. Highlight Transferrable Skills

If the grammar skill transfers from the student's primary language to English, state that during the lesson. In many lessons an English Learner feature will indicate which skills do and do not transfer.

2. Preteach Non-Transferrable Skills

Prior to teaching a grammar lesson, check the chart to determine if the skill transfers from the student's primary language into English. If it does not, preteach the skill during Small Group time. Provide sentence frames and ample structured opportunities to use the skill in spoken English. Students need to talk, talk, and talk some more to master these skills.

3. Provide Additional Practice and Time

If the skill does NOT transfer from the student's primary language into English, the student will require more time and practice mastering it. Continue to review the skill during Small Group time. Use the additional resources, such as the grammar lessons in the **Intervention Kit** (K–3) or review lessons, in upcoming weeks.

4. Use Contrastive Analysis

Tell students when a skill does not transfer and include contrastive analysis work to make the student aware of how to correct their speaking and writing for standard English. For example, when a student uses an incorrect grammatical form, write the student sentence on a **WorkBoard**. Then write the correct English form underneath. Explain the difference between the student's primary language and English. Have the student correct several other sentences using this skill, such as sentences in their Writer's Notebooks.

5. Increase Writing and Speaking Opportunities

Increase the amount of structured writing and speaking opportunities for students needing work on specific grammatical forms. Sentence starters and paragraph frames, such as those found in the lessons, are ideal for both written and oral exercises.

6. Focus on Meaning

Always focus on the meanings of sentences in all exercises. As they improve and fine-tune their English speaking and writing skills, work with students on basic comprehension of spoken and written English.

To help students move to the next level of language acquisition and master English grammatical forms, recast their responses during classroom discussions or provide additional language for them to use as they respond further. Provide leveled-language sentence frames orally or in writing for students to use as they respond to questions and prompts. Below are samples.

English Learner Response Chart	
Beginning (will respond by pointing or saying one word answers)	Sample Frames (simple, short sentences) <i>I see a _____.</i> <i>This is a _____.</i> <i>I like the _____.</i>
Early Intermediate (will respond with phrases or simple sentences)	Sample Frames (simple sentences with adjectives and adverbs added, and compound subjects or predicates) <i>I see a _____ _____.</i> <i>The _____ animal is _____.</i> <i>There are _____ and _____.</i>
Intermediate (will respond with simple sentences and limited academic language)	Sample Frames (harder sentences with simple phrases in consistent patterns; some academic language included) <i>The animal’s prey is _____ because _____.</i> <i>The main idea is _____ because _____.</i> <i>He roamed the park so that _____.</i>
Early Advanced (will begin to use more sophisticated sentences and some academic language)	Sample Frames (complex sentences with increased academic language, beginning phrases and clauses, and multiple-meaning words) <i>When the violent storm hit, _____.</i> <i>As a result of the revolution, the army _____.</i> <i>Since most endangered animals are _____, they _____.</i>
Advanced (will have mastered some more complex sentence structures and is increasing the amount of academic language used)	Use the questions and prompts provided in the lessons for the whole group. Provide additional support learning and using academic language. These words are boldfaced throughout the lessons and sentence starters are often provided.

Classroom Resources: Print

Blackline Masters

Unit Teaching Resources

These blackline master booklets provide all the teaching materials you need to reinforce the content in each unit of **Glencoe Literature**. Worksheets include the following:

- Unit Introduction
- Big Question Foldable
- Big Question School-to-Home Connection
- English
- Spanish
- Vietnamese
- Tagalog
- Cantonese
- Haitian Creole
- Hmong
- Challenge Planner
- Academic Vocabulary Development
- Part Opener
- Genre Focus
- English Language Coach
- Comparing Literature Graphic Organizer
- Grammar Workshop Practice
- Media Workshop Practice
- Selection Summaries
- English
- Spanish
- Vietnamese
- Tagalog
- Cantonese
- Haitian Creole
- Hmong
- Literary Element
- Reading Strategy
- Selection Vocabulary Practice
- Grammar Practice
- Vocabulary Strategy
- Selection Quick Check
- English
- Spanish
- Spelling Practice
- Writing Workshop Graphic Organizer
- Writing Workshop Rubric
- Speaking, Listening, and Viewing Activities
- Speaking, Listening, and Viewing Workshop Rubric

Practice Books

Read and Write

INTERACTIVE These leveled consumable worktexts provide structured instruction and practice with selected readings from the anthology.

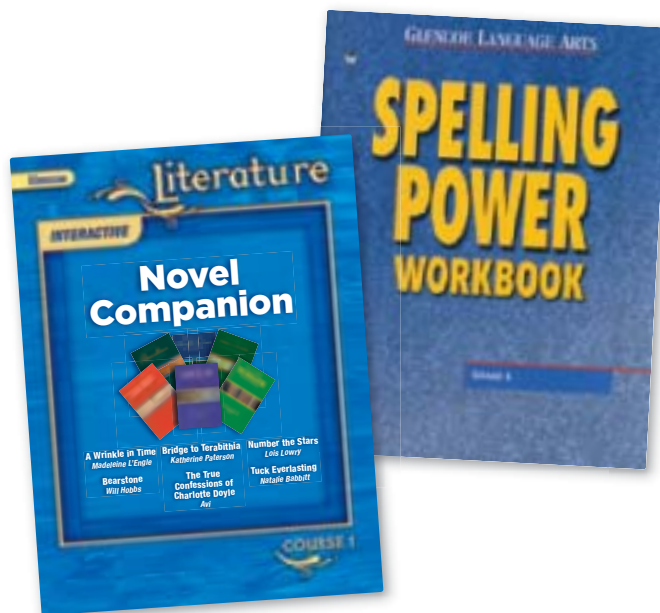
- On-Level provides fast-track instruction for on-level students.
- Approaching provides scaffolding for struggling or reluctant readers.
- English Learners helps students whose primary language is not English read and comprehend selection.

The Novel Companion

This worktext provides accelerated instruction for advanced students through novel study. With the tools for a detailed analysis of a novel and related reading for every unit of the anthology, students explore in more depth the Big Questions around which the anthology is organized.

Spelling Power Workbook

Provides additional support for practice and mastery of spelling.



Writing

Glencoe Language Arts Writing Resources

This writing resource contains the following transparencies:

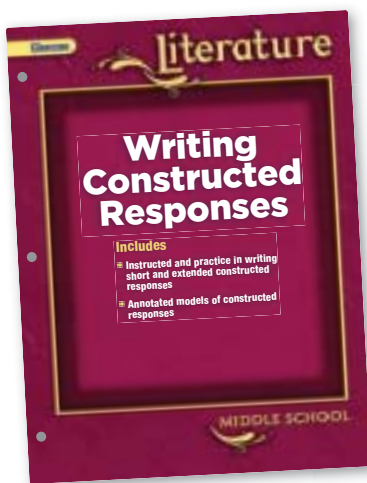
Writing Process Strategies Transparencies provide graphic organizers to help you guide your students through the various stages of the writing process.

Writing Practice Transparencies provide opportunities for students to practice writing in modes that are appropriate for their grade level including Narrative, Expository, and Persuasive Writing and Responding to Literary Texts.

Process of Revision Transparencies use base transparencies and corresponding overlays to show and explain actual revisions and edits. The set of revision transparencies guides students through the process of improving a sample essay. A blank Student Revision transparency is included so student volunteers can make their own revisions to improve the quality of an essay.

Writing Constructed Responses

This sourcebook with blackline masters helps students respond effectively to short essay questions.



Success in Writing: Research and Reports

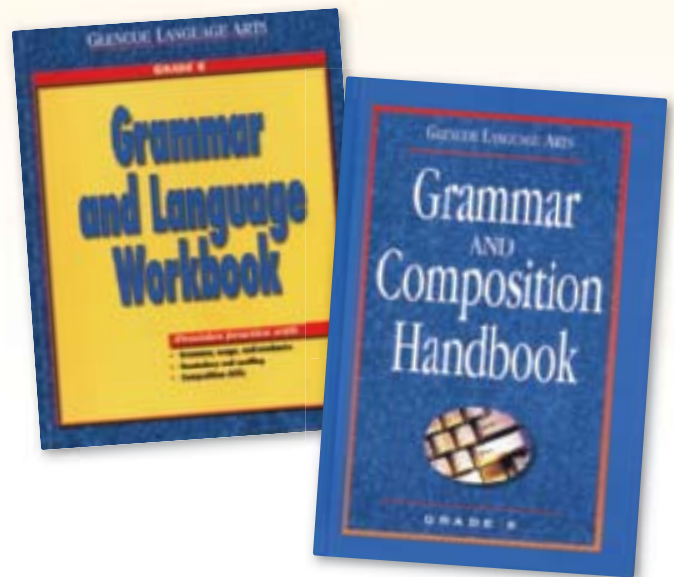
These blackline masters reinforce and extend the coverage of research presented in the student edition.

Grammar and Language Workbook

This workbook provides full coverage of grammar, usage, and mechanics rules, examples, and practice exercises.

Grammar and Composition Handbook

This handbook is a handy desk reference tool providing full coverage of the writing process as well as rules and practice exercises for grammar, usage, and mechanics.



Grammar and Writing Transparencies

Help reinforce the skills taught in the grammar links and writing workshops.

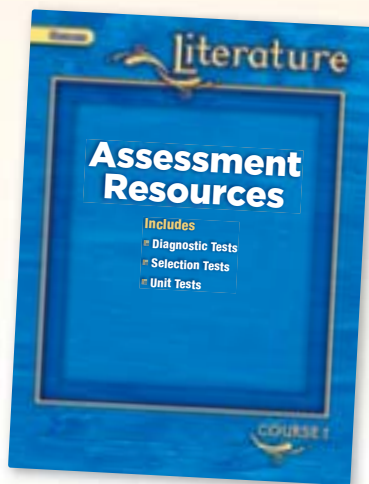
Classroom Resources: Print

Assessment

Assessment Resources

This assessment tool provides three types of tests:

- Diagnostic assessment by learning objectives
- Formative tests and answer keys for selections
- Summative unit tests and answer keys



Standardized Test Prep and Practice

These materials feature exercises and activities that get students ready for standardized exams.

Fluency Practice and Assessment

English Language Development

Expressions

In this program—Student Edition, Teacher Edition, and Student Practice Book—you will find the scaffolding and support that students acquiring English need in order to read and comprehend standards-driven instruction.

New to English

Student and teacher editions provide instruction in basic and “survival” English skills.

English Language Coach

These worksheets provide extra support for English Learners.

Independent Reading

Backpack Reader

This collection of stories, poems, essays, and plays offer additional reading for skills practice and personal enjoyment.

InTIME Magazines

This lively collection of articles drawn from TIME helps students develop skills for reading informational text.



Transparencies

Bellringer Transparencies

include warm-up exercises to engage students and to provide a quick review of previously taught skills.

Fine Art Transparencies

enhance visual literacy and provide a strong humanities approach to literature.

Literary Elements Transparencies

help reinforce literary elements that are the focus of each lesson.

Read Aloud, Think Aloud Transparencies

model active reading

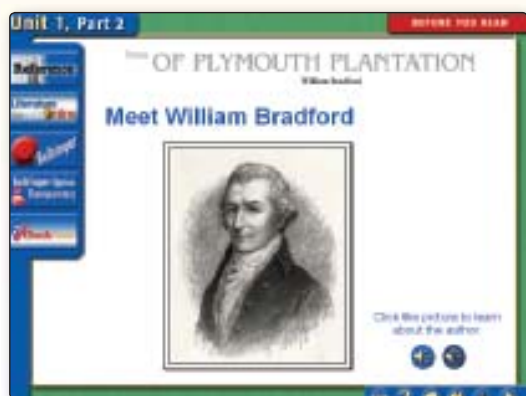
Classroom Resources: Technology

Classroom Planning, Management, and Instruction

TeacherWorks Plus CD-ROM

- Plan and manage daily lessons and activities
- Access all program resources
- Edit lesson plans and worksheets
- Track the standards taught in your classroom

Classroom Presentation Toolkit CD-ROM or DVD-ROM



- Present customizable lessons via PowerPoint
- Launch transparencies, audio, video, and software at point-of-use during instruction

Digital Learning

Online Student Edition and StudentWorks Plus CD-ROM or DVD-ROM

- Full-text synced-audio selection read support
- Audio summaries in multiple languages
- Search, highlighting, and notes tools
- Multimedia links to video, activities, animations, and graphic organizers
- Access student workbooks, Student Media Toolkit, and Student Presentation Builder
- Daily Assignments and Grade Log

Assessment and Progress Monitoring

ExamView Assessment Suite CD-ROM

- Administer ready-made diagnostic, formative, and summative assessments in English or Spanish
- Edit assessment items or create new items as needed

- Monitor student progress through a variety of reporting options
- Provides real assessment-driven remediation options
- Includes California Standards Practice

Progress Reporter Online Assessment



- Administer ready-made diagnostic, formative, and summative assessments online in English or Spanish
- Edit assessment items or create new items as needed
- Assessments administered online are scored automatically
- Essay questions are scored automatically
- Ready-made exams provide students with item rationales, explaining why each answer choice is correct or incorrect
- Automatically assigns reteaching and remediation based on student performance
- Monitor student progress by standard or by standard strand or through a variety of other reporting options
- Includes California Standards Practice

Literature Online: Assessment Resources

- California Standards Practice
- Test-taking Tips and Strategies

Literature and Reading

Literature Classics

- Choose from over 1,100 additional classic literature selections
- Search selections by author, title, date, genre, country, course/grade level, and Big Question or Big Idea
- Reinforce instruction with Genre Focus Lesson Plans and blackline masters
- Available on CD-ROM and access via glencoe.com

Classroom Resources: Technology

Listening Library CD

- Help students improve overall comprehension and reading fluency with engaging recordings of the selections in *Glencoe Literature*
- Assist English Learners with audio selection summaries in their native language
- Use the Listening Library CDs in conjunction with the Listening Library Sourcebook, a collection of standards-based strategies and activities, found on your TeacherWorks™ Plus CD-ROM

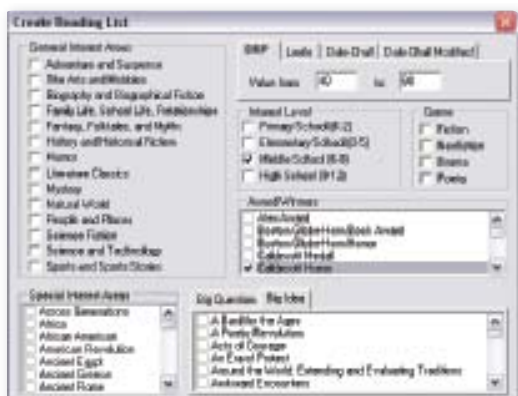
Literature Launchers: Pre-Reading Videos DVD

- Each of the engaging video segments on this DVD brings the literature to life, providing a visual context for every Unit and key selections
- Use this DVD in conjunction with the Literature Launchers Teacher Guide, found on your TeacherWorks™ Plus CD-ROM, which provides teaching strategies and video-specific blackline masters.
- English and Spanish subtitles

Literature Library Teacher Resources CD-ROM

- Access all Glencoe Literature Library Study Guides
- Develop vocabulary with Vocabulary Puzzlemaker
- Assess with ExamView Assessment Suite

BookLink K-12 CD-ROM



- Create customized reading lists for your students from a database of over 30,000 titles
- Search for award-winning titles and for books on state recommended reading lists
- Organize reading lists by students' reading level, author, genre, theme, or area of interest

- Find Degrees of Reading Power™ (DRP), Lexile™, and Dale-Chall scores for all selections in the Glencoe Literature program

Skill Level Up! A Skills-Based Language Arts Game CD-ROM



- Offers an innovative approach to Language Arts and Reading skills practice, assessment and remediation
- Skill Level Up!'s networkable game environment provides a context and purpose for learning by immersing students in an engaging adventure
- Features two access modes: the immersive story mode, which covers all the skills in the context of the adventure game play, or the skill-based assignment mode, which allows teachers to assign discrete activities according to their curriculum plan
- Adapts to each student's performance by offering remediation when necessary or enrichment activities when applicable
- Manage and track student performance using convenient assignment, tracking, and reporting functions featured in the program's management system
- Covers the following Reading Skills and Literary Elements:
 - Connecting
 - Questioning
 - Predicting
 - Point of View
 - Visualizing
 - Rhyme
 - Dialog

- Main Idea and Supporting Details/Paraphrasing and Summarizing
- Plot
- Conflict
- Interpreting
- Drawing Conclusions
- Setting
- Fact and Opinion
- Theme
- Author's Purpose and Perspective
- Voice, Style, Tone, Narrator
- Description, Imagery, Sensory Details
- Symbolism
- Inferring
- Figurative Language
- Analyzing Text Structure
- Meter and Rhythm
- Character and Characterization
- Sound Devices
- Genre
- Synthesizing

Literature Online: Literature, Reading, and Selection Resources (glencoe.com)

- Author and Artist Search
- Web Quest
- Selection Quizzes
- Selection Vocabulary eFlashcards
- Selection Reading-Writing Connection activities
- Reading Skills Review
- Interactive Reading Practice
- Literary Elements eFlashcards
- Fluency Practice
- Games

Vocabulary Development

Glencoe Interactive Vocabulary CD-ROM

- Generate flashcard sets from a visual glossary of selection, academic, content area, and social vocabulary terms
- Includes audio support in multiple languages for all terms
- Provides instructional modules and practice via an engaging game environment:



- signal words
- cognates/false cognates
- multiple meaning words
- synonyms and antonyms
- idioms
- analogies
- figures of speech
- context clues
- etymology
- troublesome words
- text features
- compound words
- homonyms

Vocabulary Puzzlemaker

- Create crossword puzzles, word search puzzles, and jumble puzzles in an instant
- Choose from selection and academic vocabulary (in both English and Spanish) and literary terms
- Available on CD-ROM and for download via glencoe.com

Skill Level Up! A Skills-Based Language Arts Game CD-ROM

- Using Context Clues
- Multiple Meaning Words
- Examining Words Origins
- Words with Special Meanings
- Denotation and Connotation
- Using Analogies
- Synonyms
- Antonyms
- Homonyms
- Word Parts/Structural Analysis: Base Words
- Word Parts/Structural Analysis: Prefixes
- Word Parts/Structural Analysis: Suffixes

Classroom Resources: Technology

Literature Online: Vocabulary and Spelling Resources (glencoe.com)

- Multi-Language Glossary
- Selection Vocabulary eFlashcards
- Academic Vocabulary eFlashcards
- Vocabulary Games
- Spelling Lessons
- Spelling Games

Writing

Glencoe Online Essay Grader powered by Bookette SkillWriter™ (glencowriting.com)



- Score student writing assignments and provide individualized feedback to each student automatically
- Assign prompts from Glencoe Literature Writing Workshops or create your own prompts!
- Manage demographic data, assign tests and run a variety of progress monitoring reports using the program's management system.

Literature Online: Writing and Research Resources (glencoe.com)

- Annotated Writing Models
- Interactive Writing Models
- Writing and Research Handbook
- Research Tips and Strategies
- Graphic Organizers
- Transition Bank
- Grammar Troubleshooter
- Sentence-Combining Practice
- Editing and Proofreading Marks
- Publishing Options

Speaking, Listening and Viewing

Skill Level Up! A Skills-Based Language Arts Game CD-ROM

- Analyzing Persuasive Techniques
- Listening Critically
- Examining Visuals in Literature and Media: Maps, Charts, Graphs
- Examining Visuals in Literature and Media: Visual Techniques

Student Presentation Builder

- Assign additional Unit-based multimedia presentation projects
- Includes a PowerPoint™ tutorial, a PowerPoint™ presentation template, and an image bank
- Available on StudentWorks Plus or via the Online Student Edition
- Teacher Guide is available on TeacherWorks Plus

Literature Online: Speaking, Listening, and Viewing Resources (glencoe.com)

- Project Ideas and Templates
- Presentation Tips and Strategies

Media Literacy

Glencoe Media Workshop DVD

- Engage students in the study and critical review of media from film footage of important events in history to analysis of commercials
- English and Spanish subtitles

Student Media Toolkit

- Provides additional interactive media analysis activities
- Includes media generator tools

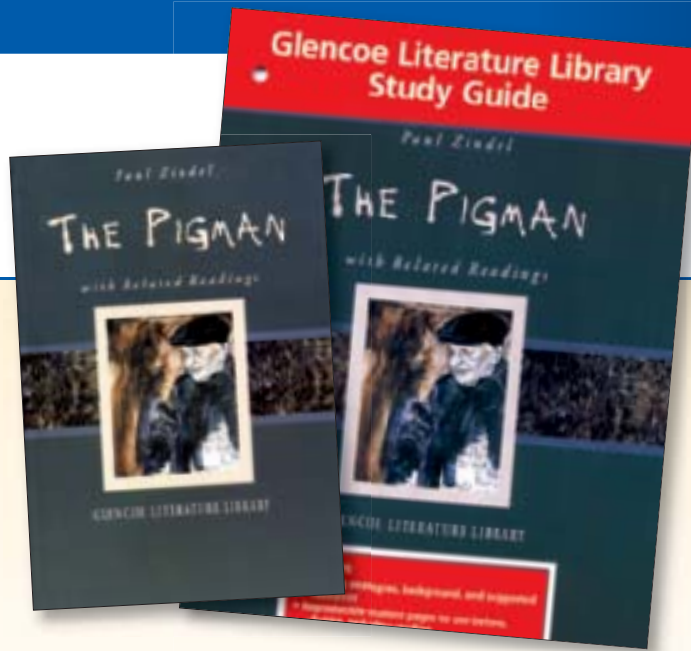
Literature Online: Media Literacy Resources (glencoe.com)

- Media Analysis Guides
- Project Ideas

Library Resources

Glencoe Literature Library

This collection of hardcover books includes full-length novels, novellas, plays, and works of nonfiction. Each Glencoe Literature Library volume consists of at least one complete extended-length reading accompanied by several related readings from a broad range of genres, such as short stories, poems, essays, or informational articles. In addition, a separate Study Guide for each Glencoe Literature Library book provides teaching notes and reproducible activity pages for students. Students may also find these activity pages on the Glencoe Web site <http://www.glencoe.com>.



Across Five Aprils by Irene Hunt **DRP 59**

The Adventures of Tom Sawyer by Mark Twain **DRP 55**

Anne Frank Remembered: The Story of the Woman Who Helped to Hide the Frank Family
by Miep Gies and Alison Leslie Gold **DRP 57**

Bearstone by Will Hobbs **DRP 51**

Bridge to Terabithia by Katherine Paterson **DRP 50**

The Call of the Wild by Jack London **DRP 62**

Cezanne Pinto by Mary Stoltz **DRP 54**

A Christmas Carol by Charles Dickens **DRP 60**

The Clay Marble by Minfong Ho **DRP 49**

Dandelion Wine by Ray Bradbury **DRP 56**

Dogsong by Gary Paulsen **DRP 51**

Dragonwings by Lawrence Yep **DRP 54**

The Friends by Rosa Guy **DRP 51**

A Gathering of Days: A New England Girl's Journal 1830–1832
by Joan W. Blos **DRP 56**

The Glory Field by Walter Dean Myers **DRP 51**

Hatchet by Gary Paulsen **DRP 54**

High Elk's Treasure by Virginia Driving Hawk Sneve

Homecoming by Cynthia Voigt **DRP 48**

The House of Dies Drear by Virginia Hamilton **DRP 49**

I, Juan de Pareja by Elizabeth Borton de Treviño **DRP 58**

Island of the Blue Dolphins by Scott O'Dell **DRP 53**

Jacob Have I Loved by Katherine Paterson **DRP 52**

Johnny Tremain by Esther Forbes **DRP 55**

Journey to Jo'burg by Beverly Naidoo **DRP 50**

Julie of the Wolves by Jean Craighead George **DRP 55**

Letters from a Slave Girl by Mary E. Lyons **DRP 51**

Letters from Rifka by Karen Hesse **DRP 49**

Little Women by Louisa May Alcott **DRP 60**

Lupita Mañana by Patricia Beatty **DRP 53**

Missing May by Cynthia Rylant **DRP 53**

Mrs. Frisby and the Rats of NIMH by Robert O'Brien **DRP 52**

Number the Stars by Lois Lowry **DRP 52**

The Pigman by Paul Zindel **DRP 55**

Shabanu: Daughter of the Wind
by Suzanne Fisher Staples **DRP 54**

Shiloh by Phyllis Reynolds Naylor **DRP 50**

The Slave Dancer by Paula Fox **DRP 55**

So Far from the Bamboo Grove
by Yoko Kawashima Watkins **DRP 50**

Souder by William H. Armstrong **DRP 53, CRL 9**

The Summer of the Swans by Betsy Byars **DRP 50**

Taking Sides by Gary Soto **DRP 52**

There's a Girl in My Hammerlock by Jerry Spinelli **DRP 46**

Treasure Island by Robert Louis Stevenson **DRP 56**

The True Confessions of Charlotte Doyle by Avi **DRP 52**

Tuck Everlasting by Natalie Babbitt **DRP 56**

The View from Saturday by E.L. Konigsburg **DRP 53**

Walk Two Moons by Sharon Creech **DRP 49**

Where the Red Fern Grows by Wilson Rawls **DRP 47**

Winter Thunder and The Christmas of the Phonograph Records
by Mari Sandoz

The Witch of Blackbird Pond by Elizabeth George Speare **DRP 57**

A Wrinkle in Time by Madeleine L'Engle **DRP 51**

UNIT ONE

Skills Scope and Sequence

Readability Scores Key: **Dale-Chall**/**DRP**/**Lexile**

PART 1: Helping Others

Selections and Features	Literary Elements
BQ Focus The Fly , by Mai Vo-Dinh pp. 2–8	Conflict TE p. 4
Short Story The Scribe , by Kristin Hunter 5.3/47/690 pp. 10–22	Narrator and Point of View SE p. 11
Vocabulary Workshop p. 23	
Informational Text TIME: Hurricane Heroes , by Thomas Fields-Meyer, Steve Helling, and Lori Rozsa 4.9/57/910 pp. 24–27	
Short Story The Dog of Pompeii , by Louis Untermeyer 5.5/55/720 pp. 28–43	Setting SE p. 29 Narrator and Point of View (review) SE p. 42
Genre Focus pp. 44–45	Short Story SE p. 44
Essay What Exactly Is a Hero? by T. A. Barron 7.8/60/780 pp. 46–51	Text Structure SE p. 47
Short Story The King of Mazy May , by Jack London 6.7/57/1020 pp. 52–68	Plot SE p. 53 Setting (review) TE p. 62, SE p. 67
Cultural Perspective <i>from</i> Yukon Gold: The Story of the Klondike Gold Rush , by Charlotte Foltz Jones 6.3/57/850 pp. 69–72	Tone TE p. 72

Reading Skills and Strategies	Vocabulary	Writing	Speaking, Listening, and Viewing
		Grammar	
		Write a Summary SE p. 8 Write a Personal Response SE p. 8 Write a Poem TE p. 8	Oral Interpretation TE p. 6 Create a Poster TE p. 8
Connect to Personal Experience SE p. 11	Language Resources TE p. 14 Word Usage SE p. 22	Write a Story Map TE p. 12 Create a Poster TE p. 18 Hidden Subjects TE p. 20 Write a Journal Entry SE p. 22	Performance TE p. 16
	Word Parts SE p. 23		
Preview SE p. 24 Activate Prior Knowledge SE p. 24 Predict TE p. 24		Write a Comparison-Contrast Essay TE p. 26 Write a Research Report TE p. 26 Write a Summary SE p. 27	
Identify Cause-and-Effect Relationships SE p. 29 Preview TE p. 30 Predict TE p. 34 Identify Sequence SE p. 38	Word Usage SE p. 42 Academic Vocabulary SE p. 42	Write a Description TE p. 32 Write a Research Report TE p. 36, SE p. 43 Write a Letter TE p. 36 Write an Elegy TE p. 40	Discussion SE p. 41
Monitor Comprehension TE p. 44 Analyze Characterization SE p. 45 Analyze Plot SE p. 45		Create a Character and Story Map SE p. 45	
Determine Main Idea and Supporting Details SE p. 47 Paraphrase TE p. 50	Word Usage SE p. 51	Write a Description TE p. 48 Italics TE p. 50 Write a Letter SE p. 51	
Visualize SE p. 53 Preview TE p. 54 Compare and Contrast TE p. 54 Identify Cause-and-Effect Relationships TE p. 58 Monitor Comprehension TE p. 64	Word Usage SE p. 67 Academic Vocabulary SE p. 67	Write a Character Sketch TE p. 56 Write a Description TE p. 60 Write a Summary SE p. 68 Verb Tense SE p. 68 Write a Research Report TE p. 68	
Analyze Text Structure SE p. 69 Connect to Personal Experience TE p. 70		Write a Summary SE p. 72 Write a Persuasive Essay TE p. 72	Research Presentation TE p. 70

UNIT ONE

PART 2: Clever Solutions

Selections and Features	Literary Elements
Folktale All Stories Are Anansi's , by Harold Courlander 5.2/47/610 pp. 74–80	Theme SE p. 75
Modern Fairy Tale Dragon, Dragon , by John Gardner 6.5/54/1020 pp. 81–94	Character SE p. 82 Humor TE p. 92 Theme (review) SE p. 94
Informational Text Three Queens of Egypt , by Vicki León 6.4/61/830 pp. 95–101	Anecdote SE p. 96 Tone TE p. 98
Graphic Story Street Magic , by Will Eisner pp. 102–112	Dialogue SE p. 103 Stereotype TE p. 108
Short Story Stray , by Cynthia Rylant 4.6/49/780 pp. 113–119	Characterization SE p. 114
Grammar Workshop pp. 120–121	
Tall Tale Pecos Bill , by Mary Pope Osborne 6.4/52/950 pp. 122–134	Tone SE p. 123 Plot (review) SE p. 134
Comparing Literature The Courage That My Mother Had (poem), by Edna St. Vincent Millay and My Father Is a Simple Man (poem), by Luis Omar Salinas pp. 135–139	Theme SE p. 135
Writing Workshop pp. 140–145	Short Story TE p. 142
Speaking, Listening, and Viewing Workshop p. 146	Character TE p. 146
Unit Challenge p. 147	
Independent Reading pp. 148–149	
Assessment pp. 150–155	

Reading Skills and Strategies	Vocabulary	Writing	Speaking, Listening, and Viewing
		Grammar	
Make Predictions About Plot SE p. 75 Predict TE p. 76 Compare and Contrast TE p. 78	Word Usage SE p. 80	Write a Scene SE p. 80	
Compare and Contrast SE p. 82 Preview TE p. 84 Predict TE p. 86 Identify Cause-and-Effect Relationships TE pp. 90, 92	Word Usage SE p. 93 Academic Vocabulary SE p. 93	Write a Summary TE p. 86 Main and Helping Verbs SE p. 94	Performance SE p. 94
Monitor Comprehension SE p. 96 Summarize TE p. 100	Word Usage SE p. 101	Write a Scene SE p. 101	
Interpret Graphic Stories SE p. 103 Draw Conclusions TE pp. 104, 110 Predict TE p. 106 Analyze Character TE p. 108	Word Usage SE p. 112	Write a Scene SE p. 112	
Analyze Plot SE p. 114 Summarize TE p. 118 Analyze Dialogue TE p. 118	Word Usage SE p. 119	Write a Letter SE p. 119	Visual Presentation TE p. 116
		Sentence Combining SE p. 120 Direct Objects TE p. 120 Commas in Complex Sentences TE p. 121	
Analyze Story Elements SE p. 123 Understand Cultural Context TE p. 124 Paraphrase TE p. 126 Connect to Personal Experience TE p. 130 Draw Conclusions TE p. 130	Synonyms and Antonyms SE p. 133 Academic Vocabulary SE p. 133	Write a Description TE p. 126 Present Perfect Tense SE p. 134 Apply Tone SE p. 134	Oral Presentation TE p. 128 Discussion TE p. 128
Compare and Contrast SE p. 135 Visualize TE p. 136		Write a Comparison-Contrast Essay SE p. 139	Create a Poster TE p. 136 Discussion SE p. 139
		Prewrite SE p. 140 Draft SE p. 141 Revise SE p. 144 Write a Narrative SE p. 145	
		Note Taking TE p. 146	Narrative Presentation SE p. 146
		Write a Short Story SE p. 147	Oral Presentation SE p. 147
Preview TE p. 148 Compare and Contrast TE p. 148		Write a Review SE p. 149	
		Write a Literary Analysis SE p. 155	

UNIT ONE

Focus

Bellringer Options



Literature Launchers: Pre-Reading Videos DVD, Unit 1 Launcher

Daily Language Practice Transparency 1

Or ask: **What are the characteristics of a hero?** Have students share their ideas and write them on the board. Explain that people can be heroic in many different ways.

View the Photograph

Ask: **What does this picture suggest about heroes?** (*The picture suggests that heroes can be everyday people.*)



For School-to-Home Activities, see Unit 1 Teaching Resources, pp. 5–11.



For independent novel study, see Novel Companion pp. 1–50.

WHAT Makes a Hero?



Unit Objectives

Literary Elements

- Analyzing narrator and point of view
- Analyzing plot
- Analyzing setting
- Analyzing character
- Analyzing characterization
- Analyzing theme
- Analyzing tone
- Analyzing dialogue
- Analyzing text structure

Reading Skills and Strategies

- Connecting to personal experience
- Identifying cause-and-effect relationships
- Determining main idea and supporting details
- Making predictions about plot
- Comparing and contrasting characters
- Analyzing plot
- Analyzing story elements
- Visualizing
- Interpreting graphic stories

Writing

- Writing a narrative

Grammar

- Understanding how to combine sentences

Vocabulary

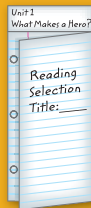
- Understanding word parts

THE BIG Question

Everyone is necessarily the hero of his own life story.

—JOHN BARTH

FOLDABLES® Study Organizer



Throughout Unit 1, you will read, write, and talk about the **BIG Question**—

“What Makes a Hero?”

Use your Unit 1 **Foldable**, shown here, to keep track of your ideas as you read. Turn to the back of this book for instructions on making this **Foldable**.

1

Focus

Summary

A greedy money lender goes to collect a debt from a peasant family. He finds no one at home but their small son. When the money lender asks where the parents are, the boy answers with a riddle. Unsatisfied with the response, the lender offers to ignore the debt if the boy will tell him the parents' whereabouts. A fly on the lender's pole witnesses the promise. When the lender goes back on his promise in court, the boy tricks him into admitting the truth.

About the Quote

American writer John Barth says that instead of looking outside ourselves for heroes, we should recognize that we are heroes in our own lives. Think of the last kind thing you did for someone else. To that person, you may have been a hero. Heroes don't need special powers. Each person has the power to be a hero every day by making good decisions.



For diagnostic assessment, see Assessment Resources, pp. 1–4.



For Foldable pattern, see Unit 1 Teaching Resources, pp. 3–4.

Unit Resources

Print

- Student and Teacher Editions, pp. 1–155
- Unit 1 Teaching Resources, pp. 1–213
- Bellringer Transparencies: Selection Focus 1–5; Daily Language Practice 1–31.
- Interactive Read and Write (On Level, Approaching, EL), pp. 1–52
- Novel Companion, pp. 1–50
- Assessment Resources, pp. 1–4, pp. 33–54, pp. 163–164

Technology

- TeacherWorks Plus CD-ROM
- StudentWorks Plus
- Literature Launchers: Pre-Reading Videos DVD, Unit 1
- Literature Online
www.glencoe.com
- Progress Reporter Online Assessment
- ExamView Assessment Suite CD-ROM
- Glencoe Interactive Vocabulary CD-ROM
- Listening Library Audio CD
- Classroom Presentation Toolkit CD-ROM
- Literature Library Teacher Resources CD-ROM
- BookLink CD-ROM
- Skill Level Up CD-ROM

Before You Read

Focus

Why Is It Important?

The Big Question in this unit asks students to consider what makes someone a hero. Ask students to name both real people and fictional characters that they consider heroic. List the names on the board. Then ask what qualities and actions make each one heroic and write these next to the hero's name.

Teach

What You'll Read

In this unit, students will ask themselves, "What makes a hero?" They will read essays about heroism and a wide variety of fiction about characters who act with courage and wisdom. They will learn that heroism can mean helping others, overcoming obstacles, or participating in great adventures. As they consider the multiple forms of heroism, they will learn to create stories of heroism and to recognize the everyday heroes in their own lives.

What You'll Write

As they read the selections in this unit, students will take notes in their Unit 1 Foldables. At the end of the unit, they will use these notes to write a story about a hero who overcomes a problem or to describe local heroes based on interviews of their classmates.

Explore the BIG Question

WHAT Makes a Hero?

Superhero costumes are a popular choice for parties. Why do people admire heroes? Have you read about heroes in stories? In real life? Who are *your* heroes? Explore the qualities and achievements that make you look up to someone.

Think about two ways a person can become a hero:

- Helping Others
- Clever Solutions

What You'll Read

Reading about many different kinds of heroes can help you explore the idea for yourself. In this unit, reading **short fiction**—writing that is about people and situations the author invents—is a great way to meet heroic characters. The short fiction you will read includes short stories, folktales, tall tales, and fairy tales. You will also read essays, informational articles, and other texts that can lead you to discover answers to the Big Question.

What You'll Write

As you explore the Big Question, you'll write notes in your Unit 1 **Foldable**. Later, you'll use these notes to complete two writing assignments related to the Big Question.

1. Write a Short Story

2. Choose a Unit Challenge

- **On Your Own Activity: A Hero for Today**
- **Group Activity: Local Heroes Who Inspire**

What You'll Learn

Literary Elements

narrator and point of view
setting
text structure
plot
theme
character
dialogue
characterization
tone

Reading Skills and Strategies

connect to personal experience
identify cause-and-effect relationships
determine main idea and supporting details
visualize
make predictions about plot
compare and contrast characters
interpret graphic stories
analyze plot
analyze story elements

2 UNIT 1 What Makes a Hero?

What You'll Learn

The **Literary Elements** and the **Reading Skills and Strategies** in this unit have been selected because they are particularly helpful in reading the featured genre—fiction. Each selection provides opportunities for students

to become familiar with the literary elements and to practice and develop the reading skills and strategies.

Teach

Set a Purpose for Reading

Explain to students that a folktale is a traditional story passed down orally long before it is written down. The author of a folktale is usually unknown, but writers who record folktales add their own style and interpretation to these traditional stories. This Vietnamese folktale has a popular theme—a young, powerless child overcoming an older, powerful opponent. Tell students to look for evidence of the hero's intelligence, courage, and persistence as they read.

Cultural History

Mai Vo-Dinh The author of this folktale, Mai Vo-Dinh, was born in Vietnam in 1933. He came to the United States at the age of twenty-seven.

Teaching Note

Loans Explain that people who borrow money must pay back the amount borrowed, plus a percentage of the amount of the loan, called interest. With a high rate of interest, the additional sum can be very large.

Explore the BIG Question

The Fly

Mai Vo-Dinh

Everyone in the village knew the usurer,¹ a rich and smart man. Having accumulated a fortune over the years, he settled down to a life of leisure in his big house surrounded by an immense garden and guarded by a pack of ferocious dogs.

But still unsatisfied with what he had acquired, the man went on making money by lending it to people all over the county at exorbitant² rates. The usurer reigned supreme in the area, for numerous were those who were in debt to him.

One day, the rich man set out for the house of one of his peasants. Despite repeated reminders, the poor laborer just could not manage to pay off his long-standing debt. Working himself to a shadow, the peasant barely succeeded in making ends meet. The moneylender was therefore determined that if he could not get his money back this time, he would proceed to confiscate³ some of his debtor's most valuable belongings. But the rich man found no one at the peasant's house but a small boy of eight or nine playing alone in the dirt yard.

"Child, are your parents home?" the rich man asked.

"No, sir," the boy replied, then went on playing with his sticks and stones, paying no attention whatever to the man.

¹ A **usurer** (ū' zhar ə) is someone who lends money, especially at a high interest rate.

² **Exorbitant** means "beyond what is proper, reasonable, or usual."

³ If you **confiscate** something, you take it away by authority.

Set a Purpose for Reading

Read this folktale to discover how even a young boy can outsmart a more powerful opponent.



The Fly EXPLORE THE BIG QUESTION 3

Approaching Level

DIFFERENTIATED INSTRUCTION



Emerging Say: Heroes in folktales often stand up to powerful people. Have

students make a two-column chart. Have them label the first column "The Rich Man" and the second column "The Peasant/the Boy." Have them list words or phrases to show how powerful the rich man is and how powerless the boy and his father are. (*The Rich Man: accumulated a fortune, big house, immense garden; The Peasant and the Boy: a poor*

laborer, worked himself to a shadow, small boy, playing alone in dirt yard) Have students compare lists and discuss the characters' differences. **Ask:** What will happen when this boy and the rich man meet?

UNIT ONE

Teach

BQ BIG Question 1

The boy does not show any fear of the rich man's threats and remains calm.

Literary History

Folktales There are a number of collections of folktales from different cultures. The Grimm brothers collected tales by interviewing German peasants and writing down their stories. *The Thousand and One Nights* is a collection of Persian and Egyptian folktales. Joel Chandler Harris collected African tales told by plantation slaves.

View the Art

Ask: What is the setting of this picture? (It seems to be an Asian village, probably a long time ago.)
What is the mood of the picture? (quiet, peaceful) Is this picture similar to how you imagined the scenes in the story?



View the Art In what ways might this scene be similar to the village in the folktale?

"Then, where are they?" the rich man asked, somewhat irritated, but the little boy went on playing and did not answer.

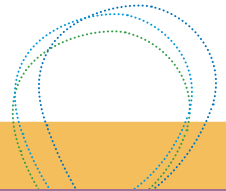
When the rich man repeated his query, the boy looked up and answered, with deliberate slowness, "Well, sir, my father has gone to cut living trees and plant dead ones and my mother is at the market place selling the wind and buying the moon."

"What? What in heaven are you talking about?" the rich man commanded. "Quick, tell me where they are, or you will see what this stick can do to you!" The bamboo walking stick in the big man's hand looked indeed menacing.

After repeated questioning, however, the boy only gave the same reply. Exasperated,⁴ the rich man told him, "All right, little devil, listen to me! I came here today to take the money your parents owe me. But if you tell me where they really are and what they are doing, I will forget all about the debt. Is that clear to you?"

⁴ An **exasperated** person is greatly irritated.

BQ BIG Question
How is this courageous?



4 UNIT 1 What Makes a Hero?

Literary Element Practice

PARTNERS **Conflict** Explain to students that good stories have a struggle between opposing forces. This struggle is called the conflict. An external conflict is one between a character and an outside force, such as nature, society, fate, or another character.
Ask: Between what two characters is the conflict in this story? (the rich man and the boy) What does the rich man in this story

want? (the peasant's belongings, the boy to tell him where his parents are, to trick the boy)
What does the boy want? (his parents to be free of debt) Who deserves to win this conflict? (The boy deserves to win because he is a good child, clever, and concerned about his parents.) Explain that in folktales the conflict is often clear, and we want the hero to come out on top. Real life is not always that

simple. Ask students to recall a conflict in which they have been involved. Have them share their stories with a partner.

Teach

BQ BIG Question | 2

The boy sees an opportunity to have his father free of debt.

APPROACHING Ask: **Do you think the rich man will carry out his bargain? Why or why not?** (Students may say he is greedy and impatient and will probably not keep the bargain.)

BQ BIG Question | 3

The boy believes the man will keep his promise to forget about his parents' debt if he explains his reply. Because he is honest, he expects others to be honest.

"Oh, sir, why are you joking with a poor little boy? Do you expect me to believe what you are saying?" For the first time the boy looked interested.

"Well, there is heaven and there is earth to witness my promise," the rich man said, pointing up to the sky and down to the ground.

But the boy only laughed. "Sir, heaven and earth cannot talk and therefore cannot testify. I want some living thing to be our witness."

Catching sight of a fly alighting⁵ on a bamboo pole nearby, and laughing inside because he was fooling the boy, the rich man proposed, "There is a fly. He can be our witness. Now, hurry and tell me what you mean when you say that your father is out cutting living trees and planting dead ones, while your mother is at the market selling the wind and buying the moon."

Looking at the fly on the pole, the boy said, "A fly is a good enough witness for me. Well, here it is, sir. My father has simply gone to cut down bamboos and make a fence with them for a man near the river. And my mother . . . oh, sir, you'll keep your promise, won't you? You will free my parents of all their debts? You really mean it?"

"Yes, yes, I do solemnly swear in front of this fly here." The rich man urged the boy to go on.

"Well, my mother, she has gone to the market to sell fans so she can buy oil for our lamps. Isn't that what you would call selling the wind to buy the moon?"

Shaking his head, the rich man had to admit inwardly that the boy was a clever one. However, he thought, the little genius still had much to learn, believing as he did that a fly could be a witness for anybody. Bidding the boy good-by, the man told him that he would soon return to make good his promise.

A few days had passed when the moneylender returned. This time he found the poor peasant couple at home, for it was late in the evening. A nasty scene

⁵ **Alighting** means "landing on."

2

BQ BIG Question

What opportunity does the boy see?

3

BQ BIG Question

How can you tell the boy is honest?

The Fly EXPLORE THE BIG QUESTION 5

English Learners

DIFFERENTIATED INSTRUCTION



Beginning If students are having difficulty following the story, model a brief summary for them. **Say:** A rich man lent money to a poor farmer. The farmer cannot repay the rich man. The rich man comes to take away the farmer's things. He asks where the farmer is. The farmer's son answers with a riddle. The rich man does not understand but promises to forget about what the farmer owes him if the boy will tell him what the

riddle means. The boy says a fly will be their witness—a person who watches someone make a promise. The boy tells the man what the riddle means, but the rich man returns and wants his money. Next, have students retell the story to a partner. The partner may stop the storyteller if he has any questions.

Teach

View the Art

Ask: How is this picture helpful in understanding the events of the story? (It shows the peace of the boy and his parents' surroundings before the rich man visits with his demand for money.)



Shadow. Pham Duc Cuong.
Private Collection.

ensued,⁶ the rich man claiming his money and the poor peasant apologizing and begging for another delay. Their argument awakened the little boy who ran to his father and told him, "Father, father, you don't have to pay your debt. This gentleman here has promised me that he would forget all about the money you owe him."

"Nonsense," the rich man shook his walking stick at both father and son. "Nonsense, are you going to stand there and listen to a child's inventions? I never spoke a word to this boy. Now, tell me, are you going to pay or are you not?"

The whole affair ended by being brought before the mandarin⁷ who governed the county. Not knowing what to believe, all the poor peasant and his wife could do was to bring their son with them when they went to court. The little boy's insistence⁸ about the rich man's promise was their only encouragement.

⁶ If something **ensued**, it followed or came afterward.

⁷ When emperors ruled China, a high public official was called a **mandarin**.

⁸ **Insistence** means "persisting in a course of action."

6 UNIT 1 What Makes a Hero?

Speaking Practice



Interpret This folktale has many passages of dialogue to interpret. Have pairs of students prepare to read the dialogue between the boy and the rich man, omitting the narrative parts. Remind them to speak the lines as the character would, using pitch, volume, and expression to interpret the meaning. Invite students to present the story by reading the conversation. Then have groups of three review the conversation

before the mandarin. Instruct students to create the dialogue for the following parts:

- The boy tells about the explanations he gave the rich man in exchange for the debt.
- The boy says there is a witness. Have the groups present this scene, using appropriate expression and gestures to convey the meaning of the dialogue.

The mandarin began by asking the boy to relate exactly what had happened between himself and the moneylender. Happily, the boy hastened to tell about the explanations he gave the rich man in exchange for the debt.

"Well," the mandarin said to the boy, "if this man here has indeed made such a promise, we have only your word for it. How do we know that you have not invented the whole story yourself? In a case such as this, you need a witness to confirm it, and you have none." The boy remained calm and declared that naturally there was a witness to their conversation.

"Who is that, child?" the mandarin asked.

"A fly, Your Honor."

"A fly? What do you mean, a fly? Watch out, young man, fantasies are not to be tolerated in this place!" The mandarin's benevolent⁹ face suddenly became stern.

"Yes, Your Honor, a fly. A fly which was alighting on this gentleman's nose!" The boy leapt from his seat.

"Insolent¹⁰ little devil, that's a pack of lies!" The rich man roared indignantly,¹¹ his face like a ripe tomato. "The fly was *not* on my nose; *he was on the housepole . . .*" But he stopped dead. It was, however, too late.

The majestic¹² mandarin himself could not help bursting out laughing. Then the audience burst out laughing. The boy's parents too, although timidly, laughed. And the boy, and the rich man himself, also laughed. With one hand on his stomach, the mandarin waved the other hand toward the rich man:

"Now, now, that's all settled. You have indeed made your promises, dear sir, to the child. *Housepole or no housepole, your conversation did happen after all!* The court says you must keep your promise."

And still chuckling, he dismissed all parties. 🐜

⁹ **Benevolent** means "kindly and generous."

¹⁰ An **insolent** person is offensively rude.

¹¹ When someone speaks **indignantly**, that person is angry in response to meanness or injustice.

¹² **Majestic** means "with impressive or awesome dignity."

1 BQ BIG Question

Why is the boy so eager to tell his story?

2

BQ BIG Question

How did the boy outsmart the rich man?



The Fly EXPLORE THE BIG QUESTION 7

Teach

BQ BIG Question 1

He hopes the mandarin will believe him and make the rich man keep his promise. **Ask:** **How are the boy's actions heroic?** (He speaks up in front of the rich man, the mandarin, and the people.)

BQ BIG Question 2

The boy tricks the rich man into admitting there was a fly and revealing that he did talk to the boy and make the promise.

APPROACHING **Ask:** **What does "he dismissed all parties" mean?** (He let everyone leave.) **How did the boy prove to be a hero?** (He outsmarted the clever rich man. He helped his parents get rid of their debt.)

English Learners

DIFFERENTIATED INSTRUCTION

Beginning Write the word *immense* on the board. **Say:** **There are many words in English that are similar in Spanish. These are called cognates. Sometimes you can use your knowledge of Spanish words to learn the meaning of English words.** **Ask:** **Do you know a word in Spanish that looks or sounds like**

immense? (*inmenso*) Ask a student to write the Spanish word on the board next to the English word. **Ask:** **What does that mean?** (*very big*) **Say:** **Notice how similar the two words are. If you know a Spanish word that looks similar to an English word, it might mean the same thing.** Continue this procedure with these

words from "The Fly" and their Spanish cognates:
confirm/confirmar: "prove to be true"
tolerate/tolerar: "to put up with"
insistence/insistencia: "taking a stand and not giving it up"

After You Read

Assess

Respond and Think Critically

Possible answers:

1. The boy tricks the usurer into promising to forget the debt his parents owe. Then he tricks him into admitting he made the promise.
2. He thinks the boy has made up a story about a fly who can tell what happened.
3. He may be giving himself time to think, or he may be planning to trick the rich man.
4. If you lie, you will be caught. It doesn't pay to cheat people. Students may say this is a worthwhile lesson because it will keep people from cheating.

Writing

Write a Personal Response

Students' responses should

- answer what the boy does that makes him a hero and why he does it
- describe the boy's qualities and how they affect the plot
- provide details and specific examples from the text

Literary Element Practice



Theme Divide students into small groups. Tell students to create posters that illustrate the Big Question: "What Makes a Hero?" Have them tear or cut out words and pictures from old magazines and arrange them on the poster. When the posters are completed, have the groups display their poster and explain how it illustrates the Big Question.

After You Read

Respond and Think Critically

1. Use your own words to retell how the boy found a clever solution to his parents' problem. **[Summarize]**
2. What does the mandarin mean when he says, "fantasies are not to be tolerated in this place"? **[Interpret]**
3. Why do you think the boy tells a riddle rather than explaining where his parents are? **[Infer]**
4. What lesson does the story teach? How worthwhile is the lesson? Support your answer. **[Evaluate]**



Writing

Write a Personal Response What makes the boy in the story a hero? Write a brief but detailed response that explains *what* the boy does that makes him a hero and *why* he does it. Discuss what qualities the boy shows throughout the story and how those qualities affect the plot and the resolution of the conflict. Organize your interpretation around specific examples from the text. You may want to begin your paragraph with this sentence:

"The boy is a hero because _____."

Learning Objectives

For page 8

On this page, you will focus on the following objectives:

Literary Study: Analyzing character.

Reading: Monitoring comprehension by summarizing.



Literature Online

Unit Resources For additional skills practice, go to glencoe.com and enter QuickPass code GL19756u1.

8 UNIT 1 What Makes a Hero?



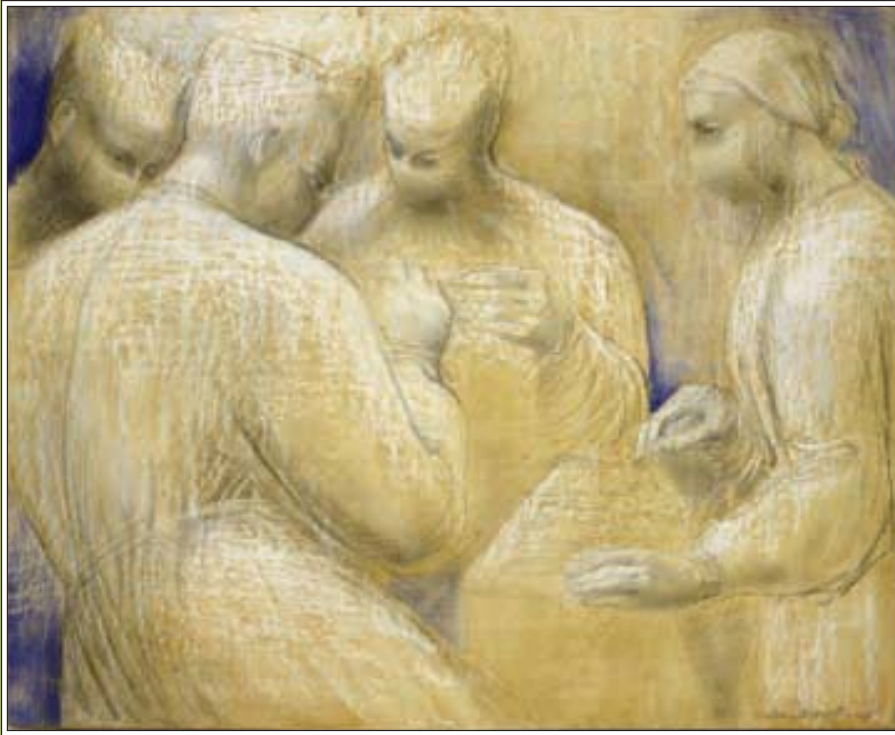
Writing Practice

Poetry Have students write a poem about a hero. Tell them to think about a real person or fictional character they consider heroic. Have them write the hero's name on a sheet of paper, putting each letter of the name on a separate line. Have them write a phrase about the person that begins with the letter on each line. For example, someone whose hero is Abraham Lincoln might create the following poem:

Loyal to his country
Intelligent and wise

Never gave up
Caught up in a war
Only wanted justice
Life was too short
Now he belongs to the ages.

Helping Others



The Operation, 1948. Barbara Hepworth. Pencil and oil on paper. Private Collection, ©Agnew's, London.

BQ BIG Question What Makes a Hero?

In the picture *The Operation*, how is the medical team working together to help another person? What workers who devote their lives to helping others do you admire?

Part 1: Helping Others

Ask: Do you think that someone who helps others should be considered a hero? Why? (Some students may feel that helping others is heroic because it involves selflessness and sacrifice. Others may feel that helping others should be an expectation for everyone, not just for heroes.)

View the Art

In the image, the members of the medical team seem to be blending.

Ask: How does the style of this picture represent the idea of working together to help others? (The team is literally united in purpose and effort.)

BQ BIG Question

Students may say that the team is concentrating on caring for the patient. Students may say they admire nurses, fire fighters, paramedics, teachers, and counselors.

For additional support for English Learners, see Unit 1 Teaching Resources, p. 19.

English Learners

DIFFERENTIATED INSTRUCTION



Beginning Point out that various cultures may have different ideas about what makes a person a hero. Ask small groups of English learners to list the qualities that define a hero in their native cultures. If they do not know the words in English, they can draw pictures of people demonstrating

heroic qualities. They can also find photos and images in old magazines or online. Have students share their responses and images and be sure to tell them the English word for each quality they list.

Before You Read

Focus

Bellringer Options

Daily Language Practice
Transparencies 2, 3

Say: **Think of a time when you helped someone. How did this make you feel?** Ask students whether or not they learned anything from the experience. Explain that helping people perform difficult or unfamiliar tasks challenges both the helper and the helped.

Vocabulary

Divide students into small groups. Each group will write a one-page dialogue using selection vocabulary. The dialogue should involve a situation in which one person is helping another. Have each group perform their scene for the class.

For additional vocabulary practice, see Unit 1 Teaching Resources, p. 28.

For additional context, use Glencoe Interactive Vocabulary CD-ROM.

Before You Read

The Scribe

Connect to the Story

Think about a time when you helped another person. Recall how you felt about it.

QuickWrite Freewrite for a few minutes about what you did and how it made you feel. What do your actions say about you?

Build Background

"The Scribe" describes a neighborhood in which few people use bank accounts. Instead, they rely on check-cashing services. A check-cashing service is a business where people can cash a check for a fee. Customers can also use the service to get a cash advance—that is, they can borrow money to be repaid later. However, they must pay a fee to borrow the money. Other services may be offered as well, such as paying utility bills. Some people prefer to use a check-cashing service rather than open an account at a bank.

Vocabulary

minimum (min' ə məm) *adj.* least possible; lowest; smallest (p. 13).

The minimum passing grade in this class is 70 percent.

veteran (vet' ə r ən) *n.* one who has served in the armed forces (p. 14).

My uncle is a veteran who served in the Gulf War.

criticized (krit' ə sizd') *v.* found fault with (p. 16).

During the basketball game, the coach criticized the player for dropping the ball.

disability (dis' ə bil' ə tē) *n.* something that causes a loss or lack of ability (p. 17).

A person with a disability may require wheelchair access to a building.

muster (mus' tər) *v.* to find and gather together; collect or summon (p. 18).

She had to muster her strength to make it to the finish line.

Meet Kristin Hunter



*Every one of us is a wonder.
Every one of us has a story.*

—Kristin Hunter

An Early Start Kristin Hunter began writing a newspaper column for the *Pittsburgh Courier* when she was only fourteen. As an adult, she wrote her first novel in her spare time while working for an advertising agency. Many of her novels for young adults describe the challenges and joys of growing up in an African American neighborhood.

Literary Works Kristin Hunter is the author of many novels for adults and young people, including *The Soul Brothers* and *Sister Lou*. "The Scribe" was published in 1973.

Kristin Hunter was born in 1931.

Literature Online

Author Search For more about Kristin Hunter, go to glencoe.com and enter QuickPass code GL19756u1.

10 UNIT 1 What Makes a Hero?

English Learners

DIFFERENTIATED INSTRUCTION

Vocabulary Preteaching Read the following statements aloud and have students decide if they are true or false. Give students time to write down their answer to each statement.

- Someone who does the *minimum* amount of work does the most work possible. (*False*)
- He is considered a *veteran* because he served in World War II. (*True*)

- The movie reviewer *criticized* the film for winning a prize. (*False*)
- His cousin uses a wheelchair to aid his *disability*. (*True*)

Approaching Level

DIFFERENTIATED INSTRUCTION



Vocabulary Preteaching Have students work in small groups to answer the true/false statements you read in the English learners activity. Then, have them rewrite the false items using each vocabulary word correctly.

Set Purposes for Reading

BQ BIG Question

As you read, ask yourself, what obstacles get in the narrator's way, and how does the narrator find another way to help others?

Literary Element Narrator and Point of View

The **narrator** is the person who tells a story. In fiction, the narrator may be a character in the story. **Point of view** is the relationship of the narrator to the story. A story told by a character who is referred to as "I" uses **first-person point of view**. A story in which the narrator is outside the story and reveals the thoughts and actions of at least one character uses **third-person point of view**.

Identifying the narrator and point of view can help you understand how a character thinks, feels, or sees the world.

As you read, ask yourself, how does James feel about what takes place inside the Silver Dollar Check Cashing Service?

Reading Strategy Connect to Personal Experience

When you **connect to personal experience**, you link something to your own life. For example, you might think about how a situation in a story is like one that you experienced.

Connecting to personal experience as you read can help you better appreciate and understand a story. Making connections between your own experiences and the events in a story can help you understand why characters behave the way they do.

To connect to personal experience as you read, ask yourself,

- Have I had an experience like this?
- Have I felt or acted like this character?
- What would I do in this situation?

Finding connections can help deepen your understanding of the story. As you read, you may find it helpful to use a graphic organizer like the one below.

Detail	My Connection
James sees a woman being treated rudely.	Like James, I felt angry when I saw someone being treated badly.

Learning Objectives

For pages 10–22

In studying this text, you will focus on the following objectives:

Literary Study: Analyzing narrator and point of view.

Reading: Connecting to personal experience.

TRY IT

Connect to Personal

Experience You notice a new student on the first day of school. You remember a time when you were a new student and didn't know anyone. What do you do next?

Before You Read

Focus

Summary

James, the narrator, is a young African American boy. He notices that a local check-cashing business takes advantage of illiteracy in his neighborhood. Since James is a strong reader and writer, he offers to provide his services to his neighbors for free. He is told by a policeman that he must have a license to compete with the check cashers. James organizes a trip to a bank to help neighbors avoid check-cashing fees. One woman makes the trip with him and inspires James to continue his effort to improve his community.

For summaries in languages other than English, see Unit 1 Teaching Resources, pp. 20–25.

Literary Element

Narrator and Point of View Students should think about what happens when people take advantage of others. Ask students to discuss how they feel when they see or hear about people exploiting those who are disadvantaged. This will help them to better understand James's viewpoint.

Reading Strategy

Connect to Personal Experience

Have students discuss how they felt when they have read a story or book of experiences very different from their own. How did they find ways to connect with the characters?

TRY IT

Possible response I talk to the new student and try to make her feel welcome.

English Learners

DIFFERENTIATED INSTRUCTION

Beginning Tell students to close their eyes as you read aloud the first three paragraphs of the story, including the text of the signs. Ask students to imagine what the Silver Dollar looks like. Afterward, have students sketch the Silver Dollar. Choose a few of them to share aloud some of the characteristics of setting from their drawings.

Intermediate Tell students to make a three-column chart with the headings "James," "Mommy," and "Daddy." As they read, students should look for the words and phrases that describe the characters' personalities and list them in the correct column.

Teach

Teaching Note

African American Vernacular English

Point out to students that verb tense tells you when something occurs, occurred, or will occur. According to the selection, James and his family have “been living in the apartment over the Silver Dollar Check Cashing Service five years.” This is the present perfect progressive tense, which communicates something that started in the past and continues into the present. Remind students of the importance of remembering verb tenses in speaking and writing. Instead of saying, “We been living,” students should say, “We **have** been living.”



Thinking, 1984. Carlton Murrel.
Oil on board.
Private Collection.

THE SCRIBE

Kristin Hunter

We been living in the apartment over the Silver Dollar Check Cashing Service five years. But I never had any reason to go in there till two days ago, when Mom had to go to the Wash-a-Mat and asked me to get some change.

And man! Are those people who come in there in some bad shape.

12 UNIT 1 What Makes a Hero?



For an audio recording of this selection, use Listening Library Audio CD-ROM.

Readability Scores

Dale-Chall: 5.3

DRP: 47

Lexile: 690



Writing Practice

Story Map Explain to students that a good way to increase their comprehension and understanding of any story they read is to complete a story map. A story map includes the following:

- title of the story
- names and brief descriptions of the major characters
- a plot summary or sequence-of-events chart
- description of the conflict
- theme

Ask students to complete a story map for “The Scribe.” Have them compare their maps to gain further insights into Hunter’s story.

Old man Silver and old man Dollar, who own the place, have signs tacked up everywhere:

NO LOUNGING, NO LOITERING¹
THIS IS NOT A WAITING ROOM
and

MINIMUM CHECK CASHING FEE, 50¢

and
LETTERS ADDRESSED, 50¢

and
LETTERS READ, 75¢
and

LETTERS WRITTEN, ONE DOLLAR

And everybody who comes in there to cash a check gets their picture taken like they're some kind of criminal.

After I got my change, I stood around for a while digging the action. First comes an old lady with some kind of long form to fill out. The mean old man behind the counter points to the "One Dollar" sign. She nods. So he starts to fill it out for her.

"Name?"

"Muskogee Marie Lawson."

"SPELL it!" he hollers.

"M, m, u, s—well, I don't exactly know, sir."

"I'll put down 'Marie,' then. Age?"

"Sixty-three my last birthday."

"Date of birth?"

"March twenty-third"—a pause—"I think, 1900."

"Look, Marie," he says, which makes me mad, hearing him first-name a dignified old gray-haired lady like that, "if you'd been born in 1900, you'd be seventy-two. Either I put that down, or I put 1910."

"Whatever you think best, sir," she says timidly.

He sighs, rolls his eyes to the ceiling, and bangs his fist on the form angrily. Then he fills out the rest.

¹ **Loitering** (loi' tər ing) is lingering about a place without a purpose.

Vocabulary

minimum (min' ə məm) *adj.* least possible; lowest; smallest

1

Connect to Personal Experience How do these signs remind you of signs you have seen?

2

Narrator and Point of View What does the narrator reveal about himself here?

UNIT ONE

Teach

Reading Strategy

1

Connect to Personal Experience
Students may say they have seen similar signs.



For additional reading skill or strategy practice, see Unit 1 Teaching Resources, p. 27.

Literary Element

2

Narrator and Point of View The narrator is sensitive to the feelings of others. He feels that all people should be treated with respect.
ENGLISH LEARNERS **Ask:** *In this sentence, where does the narrator use a noun as a verb? (First-name.) How would you rewrite this phrase in standard English? ("...hearing him call a dignified, old, gray-haired lady by her first name...")*



For additional literary element practice, see Unit 1 Teaching Resources, p. 26.

The Scribe 13

English Learners

DIFFERENTIATED INSTRUCTION



PARTNERS **Beginning** Have students meet with a partner in a quiet place. Ask them to take turns reading paragraphs from the first two pages of "The Scribe." One student can read aloud the first paragraph. Then, like an echo, his or her partner should read aloud the same paragraph. Have pairs continue reading

each paragraph of the first two pages. Tell students to practice reading the story smoothly with expression and understanding. Finally, students should take turns reading aloud the entire two pages from beginning to end.

UNIT ONE

Teach

Reading Strategy

1

Connect to Personal Experience

Students may say they relate to the man's attempts to cover up that he doesn't know how to do something.

Literary Element

2

Narrator and Point of View

Experiencing the story through the narrator's eyes will help most students to understand his reaction when he learns that many people can't read well.

Cultural History

Literacy According to a 1994–1998 study on average adult literacy levels conducted by the National Institute for Literacy, the United States placed 10th out of 17 countries surveyed.

1

"One dollar," he says when he's finished. She pays like she's grateful to him for taking the trouble.

Next is a man with a cane, a **veteran** who has to let the government know he moved. He wants old man Silver to do this for him, but he doesn't want him to know he can't do it himself.

"My eyes are kind of bad, sir. Will you fill this thing out for me? Tell them I moved from 121 South 15th Street to 203 North Decatur Street."

Old man Silver doesn't blink an eye. Just fills out the form, and charges the crippled man a dollar.

And it goes on like that. People who can't read or write or count their change. People who don't know how to pay their gas bills, don't know how to fill out forms, don't know how to address envelopes. And old man Silver and old man Dollar cleaning up on all of them. It's pitiful. It's disgusting. Makes me so mad I want to yell.

And I do, but mostly at Mom. "Mom, did you know there are hundreds of people in this city who can't read and write?"

Mom isn't upset. She's a wise woman. "Of course, James," she says. "A lot of the older people around here haven't had your advantages. They came from down South, and they had to quit school very young to go to work.

"In the old days, nobody cared whether our people got an education. They were only interested in getting the crops in." She sighed. "Sometimes I think they *still* don't care. If we hadn't gotten you into that good school, you might not be able to read so well either. A lot of boys and girls your age can't, you know."

2

"But that's awful!" I say. "How do they expect us to make it in a big city? You can't even cross the streets if you can't read the 'Walk' and 'Don't Walk' signs."

"It's hard," Mom says, "but the important thing to remember is it's no disgrace. There was a time in history when nobody could read or write except a special class of people."

Vocabulary

veteran (vet'ər ən) *n.* one who has served in the armed forces

Connect to Personal Experience

How do you act when you are in a similar situation?

Narrator and Point of View

How does the author's use of point of view influence how you react to the information given so far?

14 UNIT 1 What Makes a Hero?

Vocabulary Practice

Use a Thesaurus Explain to students that using a thesaurus correctly is an important skill and a way to build vocabulary. Have students look up the word *ancient*. Have them share words that have a similar meaning, such as *old*, *antique*, and *prehistoric*. Then discuss with them what makes these words different from *ancient*. For example, *prehistoric*

connotes something much older than *ancient*, while *old* and *antique* imply something younger.

Related Nouns Point out to students that many verbs have noun forms hidden within them. Have students look up in a dictionary the vocabulary word *criticize* to see if they can find one or more nouns related to this word. They will probably find the word *critic*. Point out the related noun *critique*.

Teach

View the Art

Students might say that the painting shows an urban area with many people and apartment buildings and businesses located very close to each other. Like this painting, much of Jacob Lawrence's work depicted the daily lives of African Americans in Harlem, a section of New York City. Lawrence also painted portraits of famous people and scenes of important events in African American history.



Harlem Street Scene, 1942. Jacob Lawrence. Gouache on paper, 21 × 20 3/4 in. Private Collection.

And Mom takes down her Bible. She has three Bible study certificates and is always giving me lessons from Bible history. I don't exactly go for all the stuff she believes in, but sometimes it *is* interesting.

"In ancient times," she says, "no one could read or write except a special class of people known as scribes.² It was their job to write down the laws given by the rabbis and the judges.³ No one else could do it.

² **Scribes** were educated people who served as copyists, editors, and teachers.

³ **The rabbis and the judges** were the teachers and rulers of the ancient Hebrews.

View the Art How does this painting help you picture the neighborhood in which the Silver Dollar Check Cashing Service is located?

The Scribe 15

English Learners

DIFFERENTIATED INSTRUCTION



Advanced Explain to English learners that figurative language is meant to spark readers' imaginations. English learners often find figurative language difficult to understand because it includes idiomatic sayings and unusual comparisons. Explain that Mr. Silver and Mr. Dollar are not the men's real names.

These names refer to their business and their greed. Direct students to the phrase, "letters that scared people half to death." Ask students what they think this means. Have students "translate" the meaning of several examples of figurative language they come across while reading.

Teach

Literary Element

1

Narrator and Point of View Students may predict that James will find a way to help the people who use the check-cashing service.

ADVANCED Say: James talks about reading “till my eyeballs were ready to fall out.” What literary device is the author using here? (Hyperbole.)

View the Art

Ask: What does the painting on this page show? (Possible response: A scribe and two other people. He is writing something.) **Ask:** How does the scribe in the painting differ from those in the check-cashing place in the story? (Possible response: The scribe in the painting seems to be treating his customers politely. The men in the check-cashing place are rude to their customers.)

“Jesus **criticized** the scribes,” she goes on, “because they were so proud of themselves. But he needed them to write down his teachings.”

“Man,” I said when she finished, “that’s something.”

My mind was working double time. I’m the best reader and writer in our class. Also it was summertime. I had nothing much to do except go to the park or hang around the library and read till my eyeballs were ready to fall out, and I was tired of doing both.

So the next morning, after my parents went to work, I took Mom’s card table and a folding chair down to the sidewalk. I lettered a sign with a Magic Marker, and I was in business. My sign said:

PUBLIC SCRIBE—ALL SERVICES FREE

Narrator and Point of View

Using what you know about the narrator so far, what do you think he will do next?



The Arab Scribe, Cairo, 1852. John Frederick Lewis. 18 1/4 x 24 in. Private Collection.

Vocabulary

criticized (krit' ə sizd) v. found fault with

16 UNIT 1 What Makes a Hero?**Writing Practice**

Advertise Some students might be interested in learning how to advertise services to the community. Organize students into small groups. Have each group write a commercial for the Establishment Trust National Bank. Encourage students to be creative. They might write a jingle or catchy slogan or have a celebrity endorse the bank. Groups should plan and develop their commercial ideas and then

rehearse their commercials. Allow time for each group to perform before the class.

Teach

Reading Strategy

2

Connect to Personal Experience

Students may relate to the narrator's decision to give the money back.

ENGLISH LEARNERS Say: This sentence contains two words that sound very similar but are spelled differently. What are these two words? (*To and too.*) What is a third word that is pronounced the same as these words but is spelled differently? (*Two.*)

Language History

Etymology Point out to students the author's use of the word *cop*, a term the students probably have heard many times. The word *cop* dates back to 1859 and is a shortened form of the word *copper*, a slang term for *police officer* that dates back to 1846.

Teaching Note

Similes Point out to students the simile on this page, "The sun hit me like a ton of bricks." Remind students that a simile is a figure of speech that uses *like* or *as* to make a comparison between two seemingly unlike things.

I set my table up in front of the Silver Dollar and waited for business. Only one thing bothered me. If the people couldn't read, how would they know what I was there for?

But five minutes had hardly passed when an old lady stopped and asked me to read her grandson's letter. She explained that she had just broken her glasses. I knew she was fibbing, but I kept quiet.

I read the grandson's letter. It said he was having a fine time in California but was a little short. He would send her some money as soon as he made another payday. I handed the letter back to her.

"Thank you, son," she said, and gave me a quarter.

I handed that back to her too.

The word got around. By noontime I had a whole crowd of customers around my table. I was kept busy writing letters, addressing envelopes, filling out forms, and explaining official-looking letters that scared people half to death.

I didn't blame them. The language in some of those letters—"Establish whether your **disability** is one-fourth, one-third, one-half, or total, and substantiate⁴ in paragraph 3 (b) below"—would upset anybody. I mean, why can't the government write English like everybody else?

Most of my customers were old, but there were a few young ones too. Like the girl who had gotten a letter about her baby from the Health Service and didn't know what "immunization"⁵ meant.

At noontime one old lady brought me some iced tea and a peach, and another gave me some fried chicken wings. I was really having a good time when the shade of all the people standing around me suddenly vanished. The sun hit me like a ton of hot bricks.

Only one long shadow fell across my table. The shadow of a tall, heavy, blue-eyed cop. In our neighborhood, when they see a cop, people scatter. That was why the back of my neck was burning.

⁴ When you **substantiate** something, you give evidence to prove a claim.

⁵ An **immunization** is medicine given to protect against disease.

Vocabulary

disability (dis' ə bil' ə tē) *n.* something that causes a loss or lack of ability

2

Connect to Personal

Experience If you had been in this situation, how would you have responded?

English Learners

DIFFERENTIATED INSTRUCTION



Beginning Have students pair up and reread the interaction between James and the police officer. Tell students to identify the main idea of this interaction. They should understand that the police officer confronts James about his business because it is technically illegal.

Intermediate Point students to the paragraph in which the police officer tells James he needs a license to conduct business. Explain to students that the word *license* has multiple meanings. Have students use a dictionary to discover which definition is the correct meaning of the word on this page. (*A document that gives official permission.*)

UNIT ONE

Teach

BQ BIG Question

Students will likely say that James shows courage. Even though most people in his community scatter when a police officer appears, James stays put and states his case calmly.

Say: Think of a time when you had to be courageous to defend your actions. Do you feel that this was a rewarding experience?

Reading Strategy

1

Connect to Personal Experience

Students may give examples of when they “felt like a little kid.” **Ask:** How did you deal with this feeling? Do you think that this experience helped you grow up?

Listening and Speaking Practice



Poster Remind students that James worries that the people he wants to reach won’t realize what he has to offer because they can’t read. Divide students into small groups and ask each group to design a simple poster advertising James’s services. Their posters should combine informative illustrations with a simple phrase or slogan.

“What are you trying to do here, sonny?” the cop asks. “Help people out,” I tell him calmly, though my knees are knocking together under the table.

“Well, you know,” he says, “Mr. Silver and Mr. Dollar have been in business a long time on this corner. They are very respected men in this neighborhood. Are you trying to run them out of business?”

“I’m not charging anybody,” I pointed out.

“That,” the cop says, “is exactly what they don’t like. Mr. Silver says he is glad to have some help with the letter writing. Mr. Dollar says it’s only a nuisance⁶ to them anyway and takes up too much time. But if you don’t charge for your services, it’s unfair competition.”

Well, why not? I thought. After all, I could use a little profit.

“All right,” I tell him. “I’ll charge a quarter.”

“Then it is my duty to warn you,” the cop says, “that it’s against the law to conduct a business without a license. The first time you accept a fee, I’ll close you up and run you off this corner.”

He really had me there. What did I know about licenses? I’m only thirteen, after all. Suddenly I didn’t feel like the big black businessman anymore. I felt like a little kid who wanted to holler for his mother. But she was at work, and so was Daddy.

“I’ll leave,” I said, and did, with all the cool I could muster. But inside I was burning up, and not from the sun.

One little old lady hollered “You big bully!” and shook her umbrella at the cop. But the rest of those people were so beaten down they didn’t say anything. Just shuffled back on inside to give Mr. Silver and Mr. Dollar their hard-earned money like they always did.

I was so mad I didn’t know what to do with myself that afternoon. I couldn’t watch TV. It was all soap operas anyway, and they seemed dumber than ever. The library

⁶ A **nuisance** is something that is annoying or unpleasant.

Vocabulary

muster (mus’ tər) v. to find and gather together; collect or summon

BQ BIG Question

Part of being a hero is showing courage. Does James show courage here? Why or why not?

Connect to Personal Experience When have you felt the same way James does here?

18 UNIT 1 What Makes a Hero?

Explain that, in the best posters, the visuals and the text will work together to present and reinforce the message. Have students explain their posters and display them in class.

didn't appeal to me either. It's not air-conditioned, and the day was hot and muggy.

Finally I went to the park and threw stones at the swans in the lake. I was careful not to hit them, but they made good targets because they were so fat and white. Then after a while the sun got lower. I kind of cooled off and came to my senses. They were just big, dumb, beautiful birds and not my enemies. I threw them some crumbs from my sandwich and went home.

"Daddy," I asked that night, "how come you and Mom never cash checks downstairs in the Silver Dollar?"

"Because," he said, "we have an account at the bank, where they cash our checks free."

"Well, why doesn't everybody do that?" I wanted to know.

"Because some people want all their money right away," he said. "The bank insists that you leave them a minimum balance."

"How much?" I asked him.

"Only five dollars."

"But that five dollars still belongs to you after you leave it there?"

"Sure," he says. "And if it's in a savings account, it earns interest."

"So why can't people see they lose money when they pay to have their checks cashed?"

"A lot of *our* people," Mom said, "are scared of banks, period. Some of them remember the Depression,⁷ when all the banks closed and the people couldn't get their money out. And others think banks are only for white people. They think they'll be insulted, or maybe even arrested, if they go in there."

Wow. The more I learned, the more pitiful it was. "Are there any black people working at our bank?"

"There didn't used to be," Mom said, "but now they have Mr. Lovejoy and Mrs. Adams. You know Mrs. Adams, she's nice. She has a daughter your age."

"Hmmm," I said, and shut up before my folks started

⁷ The **Depression**, or Great Depression, was a period of high unemployment from 1929 through the 1930s.

2

Narrator and Point of View
What does the narrator's reaction reveal about him?

UNIT ONE

Teach

Literary Element

2

Narrator and Point of View Students may say that James cares deeply about helping others. However, he realizes that he shouldn't take out his frustration on the swans.

Teaching Note

Multiple-Meaning Words Point out to students the word *interest*. Explain that the word has multiple meanings, including "concern," "a charge for borrowed money," and "the profit earned on an investment." Here, *interest* means "the profit earned on an investment."

Cultural History

The Great Depression One of the primary causes of the Great Depression was the stock market crash in October 1929. On Black Monday (October 28) and Black Tuesday (October 29), investors traded a record number of shares in an attempt to withdraw their money from failing investments. As a result, the Dow Jones Industrial Average dropped 183 points and did not fully recover for 20 years.

The Scribe 19

English Learners

DIFFERENTIATED INSTRUCTION



Advanced Explain to students that one way to determine the meaning of an unfamiliar word is to use context clues, which are other words or phrases near the unfamiliar word. Direct students to the word *funky* on p. 20. Instruct students on how to use clues to determine meaning. Have them look at the words around *funky*, such as *dark* and *dirty*. The narrator goes on to say that the Silver

Dollar "has trash on the floors and tape across the broken windows," which further solidifies the unpleasantness implied by *dark* and *dirty*. Suggest that students verify the definition of unfamiliar words using a dictionary. Challenge them to stop when they encounter such words and use context clues to determine meaning.

Teach

Reading Strategy

1

Connect to Personal Experience

Students may mention times when they have seen family members or friends struggling with a problem.

Ask: What could you do to help people in such situations?

Literary Element

2

Narrator and Point of View Because this description of Establishment Trust National Bank comes from the narrator's point of view, the reader recognizes that it reflects his uncertainties in less familiar surroundings.

APPROACHING **Ask:** What features of the exterior of the bank are unwelcoming? (*It is large with intimidating pillars; it has armored trucks and large cars parked out front; and it has armed guards.*)

to wonder why I was asking all those questions.

The next morning, when the Silver Dollar opened, I was right there. I hung around near the door, pretending to read a copy of *Jet* magazine.

"Psst," I said to each person who came in. "I know where you can cash checks *free*."

1 It wasn't easy convincing them. A man blinked his red eyes at me like he didn't believe he had heard right. A carpenter with tools hanging all around his belt said he was on his lunch hour and didn't have time. And a big fat lady with two shopping bags pushed past me and almost knocked me down, she was in such a hurry to give Mr. Silver and Mr. Dollar her money.

But finally I had a little group who were interested. It wasn't much. Just three people. Two men—one young, one old—and the little old lady who'd asked me to read her the letter from California. Seemed the grandson had made his payday and sent her a money order.

"How far is this place?" asked the young man.

"Not far. Just six blocks," I told him.

"Aw shoot. I ain't walking all that way just to save fifty cents."

So then I only had two. I was careful not to tell them where we were going. When we finally got to the Establishment Trust National Bank, I said, "This is the place."

"I ain't goin' in there," said the old man. "No sir. Not me. You ain't gettin' me in *there*." And he walked away quickly, going back in the direction where we had come.

To tell the truth, the bank did look kind of scary. It was a big building with tall white marble pillars. A lot of Brink's armored trucks and Cadillacs were parked out front.

2 Uniformed guards walked back and forth inside with guns. It might as well have a "Colored Keep Out" sign.

Whereas the Silver Dollar is small and dark and funky and dirty. It has trash on the floors and tape across the broken windows.

I looked at the little old lady. She smiled back bravely. "Well, we've come this far, son," she said. "Let's not turn back now."

20 UNIT 1 What Makes a Hero?

Grammar Practice

Hidden Subjects Have students look at the final sentence of the story: "Wonder how much they charge you to be a scribe?" Point out that this sentence uses unconventional grammar for a stylistic effect. The sentence mimics the thought and speech patterns of the narrator. Ask students to identify the actual subject of the sentence (second-person *you*), and then have them rewrite the sentence using

conventional English grammar. One possibility is "Have you ever wondered how much they charge you to be a scribe?"

Connect to Personal Experience

What types of situations make you feel as strongly as James does about helping others?

Visual Vocabulary

Pillars are freestanding, upright structures, usually of stone, wood, or metal, that serve as a support for a building.



Narrator and Point of View

How does the narrator's description of the building reflect his own mood at the moment?

So I took her inside. Fortunately Mrs. Adams's window was near the front.

"Hi, James," she said.

"I've brought you a customer," I told her.

Mrs. Adams took the old lady to a desk to fill out some forms. They were gone a long time, but finally they came back.

"Now, when you have more business with the bank, Mrs. Franklin, just bring it to me," Mrs. Adams said.

"I'll do that," the old lady said. She held out her shiny new bankbook. "Son, do me a favor and read that to me."

"Mrs. Minnie Franklin," I read aloud. "July 9, 1972. Thirty-seven dollars."

"That sounds real nice," Mrs. Franklin said. "I guess now I have a bankbook, I'll have to get me some glasses."

Mrs. Adams winked at me over the old lady's head, and I winked back.

"Do you want me to walk you home?" I asked Mrs. Franklin.

"No thank you, son," she said. "I can cross streets by myself all right. I know red from green."

And then she winked at both of us, letting us know she knew what was happening.

"Son," she went on, "don't ever be afraid to try a thing just because you've never done it before. I took a bus up here from Alabama by myself forty-four years ago. I ain't thought once about going back. But I've stayed too long in one neighborhood since I've been in this city. Now I think I'll go out and take a look at *this* part of town."

Then she was gone. But she had really started me thinking. If an old lady like that wasn't afraid to go in a bank and open an account for the first time in her life, why should I be afraid to go up to City Hall and apply for a license?

Wonder how much they charge you to be a scribe? 🍷

BQ BIG Question

They both show courage by trying something new.

APPROACHING Say: **Think of a time when you were afraid to try something new but went ahead and did it anyway. How did it make you feel?**

BQ BIG Question

How do both James and Mrs. Franklin show the qualities of a hero?

The Scribe 21

Approaching Level

DIFFERENTIATED INSTRUCTION



Emerging Say: Remember, the point of view of a story directs what we know and who we sympathize with. **Ask:** How would the story change if the narrator were Mr. Silver or Mr. Dollar? How would it change if it were Mrs. Franklin? Have students work in small groups to rewrite a few paragraphs of the story from another character's point of view. When they

are finished, ask volunteers to read their paragraphs aloud. See if students can guess who the new narrators are as they listen.

After You Read

Assess

For additional assessment, see Assessment Resources, pp. 33–34.

Respond and Think Critically

Possible answers:

1. The two men make their customers feel unimportant. One of them rolls his eyes at Muskogee Marie Lawson, making her feel foolish for not knowing her year of birth.
2. James is disgusted that Mr. Silver and Mr. Dollar take advantage of their customers by charging them money for check-cashing services.
3. The check-cashing service is a small, dark building with broken windows. The bank is large, with marble columns and armored cars parked in front.
4. Seeing events through James's eyes helps readers sympathize with the customers.
5. Students should support their answers.
6. James takes Mrs. Franklin to open an account. She encourages him to become a scribe. Some students may view James as a hero for helping others. Some students may view Mrs. Franklin as a hero for motivating James.

Vocabulary Practice

1. A
2. B
3. B
4. A
5. B

After You Read

Respond and Think Critically

1. How do Mr. Silver and Mr. Dollar treat their customers? Find details from the selection to support your answer. **[Recall]**
2. What does the narrator mean when he says, "And old man Silver and old man Dollar cleaning up on all of them"? **[Interpret]**
3. Compare the Silver Dollar Check Cashing Service with the Establishment Trust National Bank. **[Compare]**
4. **Literary Element** **Narrator and Point of View** How does the first-person point of view in "The Scribe" shape the way readers feel about the customers at the Silver Dollar Check Cashing Service? **[Analyze]**
5. **Reading Strategy** **Connect to Personal Experience** How do the personal connections in your graphic organizer help you better understand the characters and events in the story? **[Analyze]**
6. **BQ** **BIG Question** How do James and Mrs. Franklin help each other? Is either character a hero? Explain. **[Conclude]**

Vocabulary Practice

Choose the sentence that uses the vocabulary word correctly.

1. **A.** The **minimum** age for admittance to the play is twelve.
B. The highest, or **minimum**, deposit in an account is \$1,000.
2. **A.** The **veteran** hoped to serve in the armed forces one day.
B. My grandfather is a **veteran** of World War II.
3. **A.** The reviewer liked the play so much that he **criticized** it.
B. In the past, some people **criticized** women in politics.
4. **A.** Sidewalks in our town were designed to help people with a physical **disability** cross the street more easily.
B. Many people were amazed at Mozart's **disability** to play classical piano at a very young age.
5. **A.** Ana had to **muster** her way into the long line.
B. It was difficult to **muster** the energy to take the test.

Writing

Write a Journal Entry Think about a time when you helped someone or someone helped you. Write a journal entry about your experience and any unexpected benefits that resulted from it.

TIP

Interpreting

To answer question 2, recall details about how Mr. Silver and Mr. Dollar interact with customers. Compare these details with how you would like to be treated.

- Reread the signs in the Silver Dollar Check Cashing Service. What does the first sign tell you about the owners?
- Why might the owners photograph each customer who cashes a check? What does this tell you about the owners?
- Reread how the owners treat Muskogee Marie Lawson and the veteran.
- Notice what the narrator says and how he feels when he witnesses these interactions.

FOLDABLES **Study Organizer** Keep track of your ideas about the **BIG Question** in your unit Foldable.

Literature Online

Selection Resources
For Selection Quizzes, eFlashcards, and Reading-Writing Connection activities, go to glencoe.com and enter QuickPass code GL19756u1.

22 UNIT 1 What Makes a Hero?

Writing

Write a Journal Entry In their journal entries, students should explain the situation in which they gave or received help. They should also mention how they benefited from the experience, including both tangible results and intangible ones, such as a sense of pride or gratitude.

Progress Check

Can students comprehend vocabulary?

If...fewer than 2 answers are correct

Then...  Glencoe Interactive Vocabulary CD-ROM.

Vocabulary Workshop

Word Parts

Connection to Literature

"And old man Silver and old man Dollar cleaning up on all of them. It's pitiful. It's disgusting."

—Kristin Hunter, "The Scribe"

You can sometimes find clues to a word's meaning by looking at its parts. The **root** is the main part of a word. A **base word** is a root that is a complete word. Roots and base words often come from other languages, such as Greek or French. A **prefix** is a syllable used before a root or a base word to change its meaning. A **suffix** is a syllable added to the end of a root or a base. A suffix can change a word from one part of speech to another. For example, the word *disgusting* includes the root *gust*, which means "to taste." The prefix *dis-* means "not." The suffix *-ing*, in this case, signals an adjective.

Here are some other word parts from "The Scribe."

Word Part	Meaning or Effect	Examples
root/base		
<i>fin</i>	end	finished, finally
<i>gust</i>	taste	disgusting, gusto
<i>scrib, script</i>	write	scribes, describe
prefix		
<i>dis-</i>	not, opposite of	disgrace, disability
<i>un-</i>	not	unfair
suffix		
<i>-ful</i>	full of	pitiful
<i>-ment</i>	forms a noun	government, establishment

TRY IT: Use the chart above to help you answer each question. Pay attention to how the pronunciation of a root can change when a prefix or suffix is added.

1. What does the root in *scribble* mean?
2. From its word parts, what does *disability* mean?
3. How would you change *accomplish* from a verb to a noun? Use the word in a sentence.

Learning Objectives

For page 23

In this workshop, you will focus on the following objective:

Vocabulary: Understanding word parts.

Tip

Vocabulary Terms The **root** is the main part of a word and tells what the word is about. **Prefixes** and **suffixes** change the meaning or part of speech of a word.

Test-Taking Tip Use word parts to help you understand the meaning of a word from another language, such as the French word *brunette*. The base word *brun* means "dark-haired." The suffix *-ette* indicates that the subject is small and female.

 Literature Online

Vocabulary For more vocabulary practice, go to glencoe.com and enter QuickPass code GL19756u1.

VOCABULARY WORKSHOP 23

Vocabulary Workshop

Word Parts

Focus

Write these words on the board:

scribe, government, describe, establishment, scribble, president

Ask students to divide them into two groups. **Then say:** Explain how you divided up the words. (*Scribe, describe, and scribble* contain *scrib* or *script*, "to write." The rest contain the suffix *-ment*. Explain that word parts give clues to a word's meaning and part of speech.

Teach

Word Parts Review the chart with students. Encourage them to think of more words that contain the parts listed in the chart and to add those words to the third column.

Assess

1. write
2. not being able to do something
3. add the suffix *-ment* (or *-ing*)

For additional vocabulary practice, use Glencoe Interactive Vocabulary CD-ROM.

English Learners

DIFFERENTIATED INSTRUCTION

Intermediate English learners may understand the roots of English words if they work with related words from their own languages. Have students work in small groups that include native English speakers. Ask the groups to add as many words as possible to the chart. Remind students

whose first languages are related to English that they should think of words in their own languages that share the word parts in the chart. Assist students with spelling or allow them to use dictionaries. Later, have the groups share their words with the class.

Approaching Level

DIFFERENTIATED INSTRUCTION

Emerging Help students understand the word parts in the chart by discussing each word in the column and its relationship to its parts. Encourage students to look for examples of these word parts as they read in various subject areas.

Focus

Summary

In 2004, four hurricanes hit the South within six weeks, causing many deaths and widespread devastation. Leader of a medical assistance team Ron Wegner, mail carrier Jim Williams, and motel assistant manager Melissa Baldwin helped victims of the storms in special ways.

For summaries in languages other than English, see Unit 0 Teaching Resources, pp. 000-000.

Teach

1. It will be about people who helped others during and after a hurricane.
2. Section headings name the topic; subheadings give details about it.

Reading Strategy

1

Activate Prior Knowledge Point out that students probably already know something about hurricanes from reports they have seen. Have students preview the photographs in the selection to help them activate their prior knowledge about hurricanes.

Reading Practice



Preview Remind students that previewing is looking over the title, the heads, and the graphics of a selection before reading it to get an idea of what the selection is about. This selection's title, deck, and heads let readers know that the article is about ways in which three heroes helped their neighbors during and after terrible hurricanes. After the students preview the selection, ask what they

Learning Objectives

For pages 24–27

In studying this text, you will focus on the following objectives:

Reading:

Analyzing text elements.

Activating prior knowledge.

Set a Purpose for Reading

Read to learn how a storm brought out the best in people.

Preview the Article

1. What does the **title** suggest the article is about?
2. What clues about the main text do you get from the **section headings** and **subheadings**?

Reading Strategy

Activate Prior Knowledge

When you activate prior knowledge, you use what you already know to understand a new text. Think about what you already know about hurricanes.

What I Know

1. Violent ocean storms
2. High winds, flooding

24 UNIT 1 What Makes a Hero?

noticed about problems and dangers that resulted from the hurricanes. *(Students may say that many of the buildings in the pictures are severely damaged or completely destroyed and that fallen trees and debris are everywhere.)*

Hurricane
HEROES

As storms slammed the South in 2004, some brave folks risked their lives to help others.

By THOMAS FIELDS-MEYER, STEVE HELLING, and LORI ROZSA

Charley, Frances, Ivan, Jeanne: four hurricanes in six weeks; more than 150 deaths and \$44 billion in damage. Faced with wrecked bridges, shattered condos, floods, and mudslides, millions of people in Florida, Georgia, and Alabama had to decide when to flee, what to save, or whom to help. Meet three people who made it through and helped many others along the way.

A Medical Marathon¹

Ron Wegner treated wounds—some invisible Wegner, 57, commander of Florida's 35-member Disaster Medical Assistance Team, spent several weeks living in Charley's and Ivan's disaster zones. He put in 20-hour shifts and helped treat everything from broken bones to heart attacks. Still, he says his most memorable patient was an 83-year-old woman. She

¹ Originally, a **marathon** was a 26-mile foot race. Now the word is also used to refer to anything that lasts a long time and is difficult to bear.



Predict Remind students that predicting means using their prior knowledge and information from their reading to guess what will happen next in a story. After students read the first paragraph, have them predict ways in which the "hurricane heroes" may have reacted to the disaster. *(Students may say that the heroes helped bring people to safety, treated their injuries, or rebuilt their homes.)*

came into the makeshift² emergency unit in the parking lot of a damaged Pensacola hospital where Wegner was stationed after Ivan. She showed him a bruise on her hand. “She admitted she hadn’t really been injured, but her house was destroyed and she was alone, and she wanted to talk to somebody. So for 25 minutes I held her hand and we talked,” he says. “Really, her problem was just as important as a chain-saw accident.”

Wegner is an anesthetist³ who lives in Tampa. Like all of the disaster volunteers, Wegner was paid by the federal government what he would usually have earned in his regular job. Wegner is the nerve center of the medical team. “He’s the ringmaster of the circus,” says Butch Kinerney, a spokesperson⁴ for the Federal Emergency Management Agency.⁵ In the first three days after Ivan, Wegner’s team treated 460 people. Though he misses his girlfriend and 25-year-old daughter, there were no complaints from Wegner. “We’ve got our comfortable lives to go back to,” he says. “A lot of these people have nothing.”

² Something **makeshift** is a temporary substitute for what you really want or need.

³ An **anesthetist** is the person who gives drugs to put a patient to sleep before surgery.

⁴ A **spokesperson** is someone who speaks on behalf of others.

⁵ The **Federal Emergency Management Agency** responds to natural and manmade disasters. It’s often referred to by its initials, FEMA (fē’ mā).

Karena Cawthorn/Silver Image



“You see so many people just wandering about, stunned,” says Ron Wegner (in Gulf Breeze, Florida).

He Came, He Saw, He Sawed Jim Williams went out on many limbs

Driving to work the morning after Hurricane Charley ripped through Sanford, Florida, mail carrier Williams was so stunned by the number of fallen trees he saw that he had to pull over. The area “was just devastated,” says Williams, 45, who grew up in the quiet community 25 miles north of Orlando. “I sat in my truck and cried.”

Then he took action. Returning home, Williams grabbed his chain saw and headed to the home of a friend’s parents, where two huge oak trees had fallen. He sawed the rest of the day to clear the couple’s driveway. Every day for the next three weeks, Williams delivered the mail through the cleanup from Charley and Frances. But he also spent hours after work using his chain saw wherever he could help—particularly outside the homes of retired people along his 18-mile mail route.

TIME 25

TIME

Teach

Political History

Disaster Relief Organizations The United States government has been organizing disaster relief since the 1930s. The Federal Emergency Management Agency (FEMA), founded in 1979, helps during natural disasters by evacuating people from dangerous areas, paying volunteers who aid disaster victims and helping rebuild what has been destroyed.

Teaching Note

Each year, the World Meteorological Organization identifies hurricanes by giving them human names—one for each letter of the alphabet, except Q, U, and Z. Six lists are used in rotation.

BQ BIG Question

What Makes a Hero? Ask students which characteristics make Wegner a hero. (*Students may say that Wegner is compassionate and hardworking and puts the needs of others above his own.*)

Readability Scores

Dale-Chall: 4.9
DRP: 57
Lexile: 910

English Learners

DIFFERENTIATED INSTRUCTION



Beginning Have partners look at the picture on this page and discuss anything that surprises them. Then ask the partners to think of as many words as they can to describe the scene in the photo. Call on volunteers to use some of the words in a sentence.



Intermediate Students may have difficulty with some of the metaphors in this article, such as “Wegner is the nerve center of the medical team” or “Williams went out on many limbs.” Have students list these sentences and others that they find confusing. Then ask them to gather in small groups to compare notes and discuss the meanings of the passages.

Advanced Ask students to think of a time when they helped someone in need or took action in a difficult situation. Have them write a paragraph describing the situation, what inspired them to act, and what difference their actions made. Ask them to use time order words such as *first*, *then*, or *later* to make the sequence of events clear.

Teach

Teaching Note

Parentheses **APPROACHING** Some students may find it confusing to see several details in clauses or parentheses in the same sentence. Read the paragraph that begins “Williams spent nearly five hours” aloud. Ask students to look over the paragraph carefully to determine how many children Williams has, how old each child is, and which child was ill. (*He has two children: James, 10; Leah, 16. James was ill with lymphoma*).

Teaching Note

Suspense Explain to students that suspense is a feeling of curiosity or dread about what is going to happen. **Ask:** *How do the authors of the article build suspense as they describe what happened in the hotel?* (They mention details such as “the phone went dead” and the fact that Baldwin “suffers from epileptic seizures that can be brought on by stress.”)

Williams spent nearly five hours clearing a 40-foot oak from atop the home of Ginny Taffer, 79, and husband Gene, 83. “He was my angel,” says Ginny. What motivates Williams? He says that when his son James, 10 (with wife Gail, 47; he also has a daughter Leah, 16), was ill with lymphoma⁶ at 6, he made a pledge to help people. Besides, he adds, “I was raised right and taught to do the right thing.”

Trapped in a Collapsing Hotel Melissa Baldwin fought her fears and saved her guests

On August 13, 2004, the fierce winds of Charley ripped the roof off of a

wing of the Best Western Waterfront in Punta Gorda, Florida. Fearing for her life, Melissa Baldwin, assistant manager of the motel, phoned her fiancé, Ted Barkenquast, from the front lobby. “Tell Mom and Dad I love them,” she yelled as windows shattered around her. Then the phone went dead. Recalls Barkenquast: “All I could do was think the worst.”

But the storm brought out the best in Baldwin, 33, who suffers from epileptic seizures⁷ that can be brought on by stress. “I figured if I was going to go down, I’d go down saving lives,” she

⁶ **Lymphoma** is a type of cancer.

⁷ Epilepsy is a nervous-system disorder that causes attacks called **seizures**. An epileptic seizure may include loss of consciousness and violent shaking of the body.

“I did what I could to help,” says Jim Williams, who refused payment but did accept one offering: a pecan pie.



Ben Baker/Redux

26 UNIT 1 What Makes a Hero?



Writing Practice

Comparison-Contrast Chart Explain that a simple comparison-contrast chart can help students better understand the real people as well as the fictional characters they read about. Have students make a three-column chart. Tell them to write the name of one of the three people profiled in this article at the top of each column. Ask students to

list details about each person in the column below his or her name. Finally, have them write brief essays in which they discuss the individuals’ similarities and differences.

Research Practice

Hurricanes Ask students to do research on their own to discover what causes hurricanes. Suggest that they use Internet sources or an encyclopedia. Have them choose a specific hurricane about which to find out more. Ask them to discover what events preceded the hurricane, what areas were affected by it, and what kinds of damages it caused.



Ben Baker/Redux

"I didn't have time to be scared," says Melissa Baldwin (at the hurricane-devastated Best Western).

says. She raced upstairs to the fifth floor. Then working her way down, she moved 56 guests and employees to a windowless second-floor hall. Baldwin also ran outside and gathered people from a building next door. "It sounded like a freight train was going through the building. The wind was screaming, and people were screaming," she recalls. "I honestly thought, *So this is how I'm going to die.*"

Unable to move an elderly man in room 112, she helped him into a bathtub and cushioned his body with pillows. When one woman resisted, "I said, 'I'm not overreacting. Just trust me,'" says Baldwin. The hurricane pounded the hotel so hard that walls collapsed and air-conditioning units were ripped away from the building. When the winds died down after midnight, Baldwin handed a list of the 56 guests—all breathing and unharmed—to a rescue worker. The worker marveled, "I can't believe you're all alive."

Says Baldwin's coworker Lee Phillips, "Melissa was so comforting to the guests. If there were 15 of me, I don't think I could have been as comforting. She didn't crack." Baldwin is just happy everyone scraped through. "I don't know if I'll ever get over it," she says. "But the hurricane helped show me how strong I really am."

Respond and Think Critically

1. Write a brief summary of the main ideas of the article. For help on writing a summary, see page 170. [\[Summarize\]](#)
2. **Text to Self** What would you have done if you were in Melissa Baldwin's position? [\[Connect\]](#)
3. Why might the illness of Jim Williams's son have inspired Williams to help others? [\[Infer\]](#)
4. Ron Wegner says the problem of his 83-year-old patient "was just as important as a chain-saw accident." Why might the two problems be similar? [\[Compare\]](#)
5. **Reading Strategy Activate Prior Knowledge** Look at your graphic organizer again. Of the things you already knew about hurricanes before reading the selection, which was most useful to you in understanding the selection? Explain why.
6. **BQ BIG Question** What do you think is the article's main message about heroes in times of disaster? Do you agree? Explain.

TIME 27

Approaching Level

DIFFERENTIATED INSTRUCTION



Emerging Help students understand details in the fast-paced sequence of events in *Trapped in a Collapsing Hotel* by having them go back to that section and make a time line of the events. Ask students which events they would have found the most frightening if they had been in Baldwin's position. Which actions do they think were the most difficult for her?

English Learners

DIFFERENTIATED INSTRUCTION



Intermediate Idioms that may be confusing for English learners include *the phone went dead*, *she didn't crack*, and *everyone scraped through*. Ask English learners to use context clues to guess at the meanings. Once you are sure they understand the idioms, have them choose one of them and use it in a sentence they create.

TIME

Teach and Assess

View the Photograph

Ask: What impression of Baldwin do you get from the photograph?

(Students may say that Baldwin appears ordinary yet strong or that she seems saddened by the destruction around her.)

Respond and Think Critically

Possible answers:

1. Summaries should mention that the 2004 hurricanes brought out the best in some citizens and include what each hero contributed.
2. Students should describe what they would have done if they had been trapped in the motel and responsible for its guests.
3. Students should infer that his son's plight made Williams more aware of the suffering of others.
4. In both situations, the patients would be likely to feel frightened and alone. They would be worried about what the future would hold.
5. Knowing how powerful hurricanes can be helps in visualizing the events described in the article and helps in understanding the reactions of the storm's victims.
6. In times of disaster heroes are often ordinary people who risk their lives for those in need.

Before You Read

Focus

Bellringer Options

Daily Language Practice
Transparencies 5, 6, 7

Or ask students to think of images and examples of loyalty. **Ask:** *What ideas and people are you loyal to? What makes someone or something deserve loyalty? How do you demonstrate loyalty?*

Vocabulary

Encourage students to notice the vocabulary words that they see or hear outside class, perhaps in a newspaper article or on television or radio. Have them note each word and the way it was used and share their examples with the class.

For additional vocabulary practice, see Unit 1 Teaching Resources, p. 50.

For additional context, use Glencoe Interactive Vocabulary CD-ROM.

Before You Read

The Dog of Pompeii

Connect to the Story

Have you ever responded to a weather emergency, such as a warning about a flood, tornado, or hurricane?

Partner Talk With a partner, talk about how you prepared (or would prepare) for an emergency.

Build Background

"The Dog of Pompeii" is a work of historical fiction—a story that contains characters invented by the author and is based on historical facts or events.

- In A.D. 79, Pompeii was a city of about 20,000 people.
- Wealthy Romans liked Pompeii's closeness to the Mediterranean Sea.
- Mount Vesuvius, the volcano that overlooked the city, had not erupted in several hundred years.

Vocabulary

ambitious (am bish' əs) *adj.* full of a strong desire to succeed or to achieve something; eager (p. 33). *The ambitious politician was determined to become president.*

pondering (pon' dər ing) *v.* weighing something in the mind; considering or thinking carefully (p. 35). *A traveler stood at the crossroads, pondering which way to go.*

dislodging (dis loj' ing) *v.* moving or forcing out of a place or position (p. 37). *Dislodging the huge boulder that blocked the mouth of the tunnel was a job that called for dynamite.*

heed (hēd) *v.* pay careful attention to (p. 39). *It is helpful to heed the advice of people who have more experience than we do.*

excavators (eks' kə vā' tərz) *n.* people who uncover something by digging (p. 40). *Excavators burrowed through the ruins of the ancient palace in search of the lost treasure.*

Meet Louis Untermeyer



"At ten I fancied myself a storyteller. My brother was a rewarding listener."

—Louis Untermeyer

A Storyteller As a boy, Louis Untermeyer made up exciting adventure stories to tell his brother as they fell asleep at night. About school, Untermeyer recalled, "I excelled in nothing." But he did like to read and write. In high school, he began to compose his own poems. As an adult, Untermeyer first earned his living as a jeweler. Later he became a full-time writer and editor.

Literary Works Louis Untermeyer wrote, edited, or translated more than 100 books for young people and adults.

Louis Untermeyer was born in 1885 and died in 1977.

Literature Online

Author Search For more about Louis Untermeyer, go to glencoe.com and enter QuickPass code GL19756u1.

28 UNIT 1 What Makes a Hero?

Approaching Level

DIFFERENTIATED INSTRUCTION

Vocabulary Preteaching Write the following vocabulary words and examples on the board. Ask students to identify which example best represents the meaning of the word.

- ambitious—determined to win or lacking motivation (*determined to win*)
- pondering—considering carefully or disregarding completely (*considering carefully*)

- dislodging—inserting or removing (*removing*)
- heed—listen to or ignore (*listen to*)

English Learners

DIFFERENTIATED INSTRUCTION

Vocabulary Preteaching Have students write their own definitions for the vocabulary words on index cards. Have students work in pairs to match each other's definitions and identify the words.

Set Purposes for Reading

BQ BIG Question

As you read, notice the ways in which the dog, Bimbo, helps his friend, Tito, during an emergency in Pompeii.

Literary Element Setting

Setting includes the time and the place in which events in a story occur. Writers show the setting through details they provide about characters and places in the story. They use **concrete details**, which provide simple information, and **sensory details**, which provide information that appeals to the reader's five senses and brings the story to life. For example, "Pompeii" is a concrete detail because it tells the reader only where the story takes place. But "the open-air theaters rocked with laughing crowds" is a sensory detail because it helps the reader almost see, hear, and feel what is going on.

Knowing a story's setting helps you understand the story. Details about the setting help you picture the time and place of the story.

As you read, ask yourself, how does the setting contribute to the problem in the story and its resolution?

Reading Skill Identify Cause-and-Effect Relationships

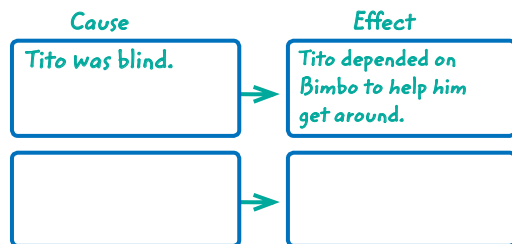
Identifying **cause** and **effect** means figuring out what happened (the effect) and the reason it happened (the cause).

Identifying cause-and-effect relationships in a story helps you understand events and how they affect the development of the plot.

As you read, use these tips to look for cause-and-effect relationships:

- Look for signal words such as *because*, *so*, and *since*.
- Ask yourself what action or event is happening.
- Think about the possible results, or effects, of the action or event.

Record causes and effects as you read. You may find it helpful to use a graphic organizer like the one below.



Learning Objectives

For pages 28–43

In studying this text, you will focus on the following objectives:

Literary Study: Identifying setting.

Reading: Identifying cause-and-effect relationships.

TRY IT

Identify Cause-and-Effect Relationships Your friend Steve almost failed his last science test. He is worried about his science grade, so he studies hard for the next quiz. What causes him to study? What will probably be the effect of his work?

Before You Read

Focus

Summary

In ancient Pompeii, a blind orphan Tito is cared for by his dog, Bimbo, who brings him food scraps and raisin cakes. Two days after they overhear warnings about the volcano Mt. Vesuvius, it erupts. Bimbo gets Tito to safety, but Bimbo disappears. Two thousand years later, scientists excavating the city's ruins find a dog skeleton with a raisin cake in its mouth.



For summaries in languages other than English, see Unit 1 Teaching Resources, pp. 42–47.

Literary Element

Setting The setting of Pompeii is essential to the story's plot because the volcano provides the plot's conflict, or struggle between forces. After reading the story, students should understand that moving the setting forward in time allows the author to provide the plot's resolution—the explanation for Bimbo's disappearance.

Reading Skill

Identify Cause-and-Effect

Relationships Point out to students that they encounter cause-and-effect relationships every day. **Say:** *When you press the button for a doorbell, you expect it to ring. Cause and effect can be as simple as this or as complicated as the connected events that make up a plot.*

TRY IT

The cause of Steve's studying is his worry about his grade. The effect of his studying will probably be that his grade improves.

English Learners

DIFFERENTIATED INSTRUCTION



Partners Intermediate Have students think of a place they know well and make a list of adjectives that describe the setting. Then have them list adjectives that describe the way they feel in the setting. Finally, have them list verbs that describe what people do in the setting. Students may need to list words in their native languages before translating them into English. Have partners read their lists of words to each other and guess each other's settings.

Ask: *Which words gave you the best clues to your partner's setting? If you were not able to guess the setting, which words would have helped you figure it out?*

Teach

Literary Element

1

Setting The sensory details convey an image of busy streets, crowded theaters and stadiums, and colorful celebrations.

For additional literary element practice, see Unit 1 Teaching Resources, p. 48.

View the Art

Ask: How does the illustration at the top of the page enrich your understanding of the setting? How big is the city in proportion to the volcano? (The illustration gives me an idea of the kinds of buildings in the city and of the closeness and the size of Mt. Vesuvius, which is much larger than the city.)

Readability Scores

Dale-Chall: 5.5

DRP: 55

Lexile: 720

Reading Practice

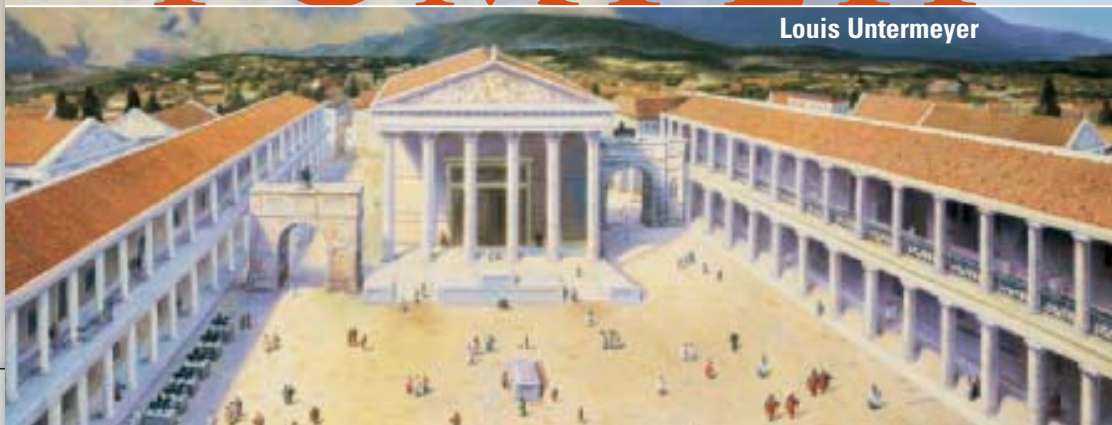


Preview Explain to students that previewing is looking over a selection before they read it to discover what they can expect from it. Ask students to preview this selection, looking at its title and its graphics to get an idea of what they are about to read.

Ask: Now that you have previewed this selection, what do you think it is about?

THE DOG OF POMPEII

Louis Untermeyer



Tito and his dog Bimbo lived (if you could call it living) under the wall where it joined the inner gate. They really didn't live there; they just slept there. They lived anywhere. Pompeii was one of the gayest of the old Latin towns, but although Tito was never an unhappy boy, he was not exactly a merry one.

The streets were always lively with shining chariots and bright red trappings;¹ the open-air theaters rocked with laughing crowds; sham-battles² and athletic sports were free for the asking in the great stadium. Once a year the Caesar visited the pleasure-city and the fire-works lasted for days; the sacrifices in the Forum were better than a show. But Tito saw none of these things. He was blind—had been blind from birth. He was known to every one in the poorer quarters. But no one could say how old he was, no one remembered his parents, no one could tell where he came from. Bimbo was another mystery. As long as

¹ **Trappings** are pieces of decorated cloth that are spread over the harnesses or saddles of horses.

² **Sham-battles** are imitation battles.

Setting What image of Pompeii do the sensory details in this paragraph create in your mind?

30 UNIT 1 What Makes a Hero?

(It looks as though it is about a rich, ancient city named Pompeii that is close to an active volcano. A dog is probably the most important character in the story.) Explain that this selection deals with a real-life disaster that happened centuries ago—a disaster big enough to destroy an entire city.

people could remember seeing Tito—about twelve or thirteen years—they had seen Bimbo. Bimbo had never left his side. He was not only dog, but nurse, pillow, playmate, mother and father to Tito.

Did I say Bimbo never left his master? (Perhaps I had better say comrade, for if any one was the master, it was Bimbo.) I was wrong. Bimbo did trust Tito alone exactly three times a day. It was a fixed routine, a custom understood between boy and dog since the beginning of their friendship, and the way it worked was this: Early in the morning, shortly after dawn, while Tito was still dreaming, Bimbo would disappear. When Tito awoke, Bimbo would be sitting quietly at his side, his ears cocked, his stump of a tail tapping the ground, and a fresh-baked bread—more like a large round roll—at his feet. Tito would stretch himself; Bimbo would yawn; then they would breakfast. At noon, no matter where they happened to be, Bimbo would put his paw on Tito's knee and the two of them would return to the inner gate. Tito would curl up in the corner (almost like a dog) and go to sleep, while Bimbo, looking quite important (almost like a boy) would disappear again. In half an hour he'd be back with their lunch. Sometimes it would be a piece of fruit or a scrap of meat, often it was nothing but a dry crust. But sometimes there would be one of those flat rich cakes, sprinkled with raisins and sugar, that Tito liked so much. At supper-time the same thing happened, although there was a little less of everything, for things were hard to snatch in the evening with the streets full of people. Besides, Bimbo didn't approve of too much food before going to sleep. A heavy supper made boys too restless and dogs too stodgy³—and it was the business of a dog to sleep lightly with one ear open and muscles ready for action.

But, whether there was much or little, hot or cold, fresh or dry, food was always there. Tito never asked where it came from and Bimbo never told him. There was plenty of rain-water in the hollows of soft stones; the old egg-woman at the corner sometimes gave him a cupful of

³ If an animal or a person is **stodgy**, the animal or person is heavy and slow in movement or dull and lacking in interest.

2 **Identify Cause-and-Effect Relationships** Why do you think Bimbo does so much for Tito?

UNIT ONE

Teach

Reading Skill

2

Identify Cause-and-Effect Relationships **APPROACHING** Tito is blind and has no family. Bimbo is his only friend.



For additional reading skill or strategy practice, see Unit 1 Teaching Resources, p. 49.

BQ BIG Question

He is intelligent, alert, and ready to take action to protect his friend.

BQ BIG Question

What are some of Bimbo's heroic traits?

The Dog of Pompeii 31

English Learners

DIFFERENTIATED INSTRUCTION

PARTNERS **Advanced** Untermeyer's use of parallel structure such as "almost like a dog" and "almost like a boy" can help students decipher unfamiliar expressions. Have partners find more parallel expressions and decide whether each pair presents a similarity (a comparison) or a difference (a contrast).

(Similarity: "Tito would stretch himself; Bimbo would yawn"; "Tito never asked

where it came from and Bimbo never told him." Difference: "boys too restless and dogs too stodgy"; "much or little, hot or cold, fresh or dry.")

Approaching Level

DIFFERENTIATED INSTRUCTION

SMALL GROUP **Established** If students have difficulty with long descriptive paragraphs, help them break the paragraphs into smaller chunks of meaning. **Ask:** **What does Bimbo do in the morning and at noon?** (brings Tito food) **Why does Bimbo bring less food in the evening?** (Food is harder for him to steal when the streets are full of people.) **What is unusual about the relationship between Tito and Bimbo?** (The dog seems to be in charge.)

Teach

Reading Skill

1

Identify Cause-and-Effect

Relationships The people in the neighborhood know that Bimbo takes care of the blind boy.

APPROACHING Ask: **How do homeless people go about getting food today? How is Tito's relationship with the market vendors similar or different?**

Reading Skill

2

Identify Cause-and-Effect

Relationships Because Tito is blind, he depends heavily on his senses of hearing and smell and has developed them to a high degree.

Cultural History

Early Society The Forum was an outdoor public meeting place. It was something like an open-air market, although it could also be a place for religious gatherings, sporting events, and other celebrations. Many Roman cities had forums. The idea survives in modern-day malls, parks, and town squares. Ask: **Hundreds of years from now, what features of your city do you think people will recognize?**

1

strong goat's milk; in the grape-season the fat wine-maker let him have drippings of the mild juice. So there was no danger of going hungry or thirsty. There was plenty of everything in Pompeii—if you knew where to find it—and if you had a dog like Bimbo.

2

As I said before, Tito was not the merriest boy in Pompeii. He could not romp with the other youngsters and play Hare-and-Hounds and I-spy and Follow-your-Master and Ball-against-the-Building and Jack-stones and Kings-and-Robbers with them. But that did not make him sorry for himself. If he could not see the sights that delighted the lads of Pompeii he could hear and smell things they never noticed. He could really see more with his ears and nose than they could with their eyes. When he and Bimbo went out walking he knew just where they were going and exactly what was happening.

"Ah," he'd sniff and say, as they passed a handsome villa,⁴ "Glaucus Pansa is giving a grand dinner tonight. They're going to have three kinds of bread, and roast pigling, and stuffed goose, and a great stew—I think bear-stew—and a fig-pie." And Bimbo would note that this would be a good place to visit tomorrow.

Or, "H'm," Tito would murmur, half through his lips, half through his nostrils. "The wife of Marcus Lucretius is expecting her mother. She's shaking out every piece of goods in the house; she's going to use the best clothes—the ones she's been keeping in pine-needles and camphor⁵—and there's an extra girl in the kitchen. Come, Bimbo, let's get out of the dust!"

Or, as they passed a small but elegant dwelling opposite the public-baths, "Too bad! The tragic poet is ill again. It must be a bad fever this time, for they're trying smoke-fumes instead of medicine. Whew! I'm glad I'm not a tragic poet!"

Or, as they neared the Forum, "Mm-m! What good things they have in the Macellum today!" (It really was a sort of butcher-grocer-market-place, but Tito didn't know

⁴ A **villa** is a house, especially one in the country or at the seashore.

⁵ **Pine-needles** and **camphor** are used to keep moths out of clothes.

32 UNIT 1 What Makes a Hero?

Identify Cause-and-Effect Relationships Why do some of the people of Pompeii share things with Bimbo?

Identify Cause-and-Effect Relationships Why are Tito's senses of hearing and smell so sharp?



Street Musicians, before A.D. 79. Dioscurides of Samos. Mosaic from the Villa of Cicero, Pompeii. Musea Archeologica Nazionale, Naples, Italy.



Writing Practice



Descriptive Writing Have partners take turns wearing blindfolds and guiding each other around the room. Then have them write a one- or two-paragraph description of their experience. The description should contain answers to the following questions:

- What sounds and smells did you notice?
- What was confusing?
- What was frightening?

- What was easy?
- How did it feel to have to depend so much on someone else?

Invite students to share their descriptions with the class. Then discuss how the experience helped them understand Tito's life. Ask: **How do you think you would fare if you were homeless, orphaned, and blind?**

any better. He called it the Macellum.) “Dates from Africa, and salt oysters from sea-caves, and cuttlefish, and new honey, and sweet onions, and—ugh!—water-buffalo steaks. Come, let’s see what’s what in the Forum.” And Bimbo, just as curious as his comrade, hurried on. Being a dog, he trusted his ears and nose (like Tito) more than his eyes. And so the two of them entered the center of Pompeii.

The Forum was the part of the town to which everybody came at least once during each day. It was the Central Square and everything happened here. There were no private houses; all was public—the chief temples, the gold and red bazaars,⁶ the silk-shops, the town-hall, the booths belonging to the weavers and jewel-merchants, the wealthy woolen market, the shrine of the household gods. Everything glittered here. The buildings looked as if they were new—which, in a sense, they were. The earthquake of twelve years ago had brought down all the old structures and, since the citizens of Pompeii were **ambitious** to rival Naples and even Rome, they had seized the opportunity to rebuild the whole town. And they had done it all within a dozen years. There was scarcely a building that was older than Tito.

Tito had heard a great deal about the earthquake, though being about a year old at the time, he could scarcely remember it. This particular quake had been a light one—as earthquakes go. The weaker houses had been shaken down, parts of the out-worn wall had been wrecked; but there was little loss of life, and the brilliant new Pompeii had taken the place of the old. No one knew what caused these earthquakes. Records showed they had happened in the neighborhood since the beginning of time. Sailors said that it was to teach the lazy city-folk a lesson and make them appreciate those who risked the dangers of the sea to bring them luxuries and protect their town from invaders. The priests said that the gods took

⁶ **Bazaars** are marketplaces in which a variety of goods is sold.

Vocabulary

ambitious (am bish’ əs) *adj.* full of a strong desire to succeed or to achieve something; eager

3

Setting What would you expect to smell as you walked near the Forum?

4

Identify Cause-and-Effect Relationships Why has the city of Pompeii been rebuilt so quickly?

UNIT ONE

Teach

Literary Element

3

Setting Responses are likely to include a wide variety of exotic foods.

Reading Skill

4

Identify Cause-and-Effect

Relationships The people of Pompeii are competitive. They want their city to be just as nice as or nicer than Naples or even Rome.

English Learners

DIFFERENTIATED INSTRUCTION



Intermediate Explain that a compound word, such as *earthquake*, is made up of two individual words—*earth* and *quake*—that were joined to create a new word whose meaning is a combination of the meanings of the two individual words. Point out that sometimes a hyphen shows where the words

join, but sometimes the two ideas are treated as a single word. Have students make a list of the selection’s compound words, such as *out-worn*, *city-folk*, *wine-maker*, *pine-needles*, and *market-place*. For each compound, have students write the two components and the definitions for each of them.

Teach

Reading Skill

1

Identify Cause-and-Effect

Relationships Some say that the gods are angry and want to teach people a lesson. Others say that foreign merchants have polluted the land by bringing in goods that carry curses. Each group sees the problem from its own self-centered point of view.

Writer's Technique

Dialogue Say: *After the author presents the setting in several long descriptive paragraphs, he presents some shorter paragraphs of dialogue. How does that change the pacing of the story?* (Most students will say that it seems to make the story move faster.) **How does the dialogue reveal more about the setting?** (The characters speak about details in the setting, such as the column of smoke rising from the volcano.)

this way of showing their anger to those who refused to worship properly and who failed to bring enough sacrifices to the altars and (though they didn't say it in so many words) presents to the priests. The tradesmen said that the foreign merchants had corrupted⁷ the ground and it was no longer safe to traffic in⁸ imported goods that came from strange places and carried a curse with them.

1 Every one had a different explanation—and every one's explanation was louder and sillier than his neighbor's.

They were talking about it this afternoon as Tito and Bimbo came out of the side-street into the public square. The Forum was the favorite promenade⁹ for rich and poor. What with the priests arguing with the politicians, servants doing the day's shopping, tradesmen crying their wares, women displaying the latest fashions from Greece and Egypt, children playing hide-and-seek among the marble columns, knots of soldiers, sailors, peasants from the provinces—to say nothing of those who merely came to lounge and look on—the square was crowded to its last inch. His ears even more than his nose guided Tito to the place where the talk was loudest. It was in front of the Shrine of the Household Gods that, naturally enough, the householders were arguing.

"I tell you," rumbled a voice which Tito recognized as bathmaster Rufus's, "there won't be another earthquake in my lifetime or yours. There may be a tremble or two, but earthquakes, like lightnings, never strike twice in the same place."

"Do they not?" asked a thin voice Tito had never heard. It had a high, sharp ring to it and Tito knew it as the accent of a stranger. "How about the two towns of Sicily that have been ruined three times within fifteen years by the eruptions of Mount Etna? And were they not warned? And does that column of smoke above Vesuvius mean nothing?"

⁷ Something that is **corrupted** has been changed from good to bad.

⁸ The expression **traffic in** means "buy or sell."

⁹ A **promenade** is a public place or area for leisurely walking either for pleasure or display.

Identify Cause-and-Effect

Relationships What do various groups think is the cause of the earthquakes? Why does each group have a different opinion?

Reading Practice

SPIRAL REVIEW



Predict Explain to students that predicting means using their prior knowledge and information that they read in a story to guess what will happen next. After students read the dialogue between the citizens and the stranger, have them predict whether the volcano will erupt. What evidence supports their opinion? What do they think will happen to Tito, Bimbo, and the other citizens if the volcano does erupt?

Teach

Literary Element

2

Setting The people of Pompeii do not seem to be interested in the ideas of outsiders. Even though the volcano erupted years before, the people refuse to admit that it could erupt again.

APPROACHING Ask: Do you see any similarities between the attitudes of the people of Pompeii and the attitudes of modern-day people toward possible disasters? What does this suggest about human beings both then and now?

Visual Vocabulary

A **cameo** is a piece of jewelry made from a precious or semiprecious stone or a shell that consists of different colored layers. The darker layer serves as a background for a figure, usually the head of a woman in profile that is carved in relief from the lighter layer.



Setting Setting includes not only time and place but also people's attitudes, beliefs, and values. What are some of the attitudes of the people of Pompeii?

Visual Vocabulary

The **toga** (tō 'gə) was the loose outer garment worn by men of the Roman Empire. It was a long cloth that was draped over the entire body, often covering the left arm and leaving the right arm exposed. The color and design of a man's toga indicated his social position.



The Dog of Pompeii 35

"That?" Tito could hear the grunt with which one question answered another. "That's always there. We use it for our weather-guide. When the smoke stands up straight we know we'll have fair weather; when it flattens out it's sure to be foggy; when it drifts to the east—"

"Yes, yes," cut in the edged voice. "I've heard about your mountain barometer.¹⁰ But the column of smoke seems hundreds of feet higher than usual and it's thickening and spreading like a shadowy tree. They say in Naples—"

"Oh, Naples!" Tito knew this voice by the little squeak that went with it. It was Attilio, the **cameo**-cutter. "They talk while we suffer. Little help we got from them last time. Naples commits the crimes and Pompeii pays the price. It's become a proverb with us. Let them mind their own business."

"Yes," grumbled Rufus, "and others, too."

"Very well, my confident friends," responded the thin voice which now sounded curiously flat. "We also have a proverb—and it is this: Those who will not listen to men must be taught by the gods. I say no more. But I leave a last warning. Remember the holy ones. Look to your temples. And when the smoke-tree above Vesuvius grows to the shape of an umbrella-pine, look to your lives."

Tito could hear the air whistle as the speaker drew his **toga** about him and the quick shuffle of feet told him the stranger had gone.

"Now what," said the cameo-cutter, "did he mean by that?"

"I wonder," grunted Rufus, "I wonder."

Tito wondered, too. And Bimbo, his head at a thoughtful angle, looked as if he had been doing a heavy piece of **pondering**. By nightfall the argument had been forgotten. If the smoke had increased no one saw it in the dark.

¹⁰ A **barometer** is something that indicates change. The people of Pompeii used the mountain's smoke to predict the weather. Today, weather forecasters use an instrument called a barometer to measure changes in atmospheric pressure.

Vocabulary

pondering (pon' dər ing) v. weighing something in the mind; considering or thinking carefully

Approaching Level

DIFFERENTIATED INSTRUCTION



Emerging Assign parts and have students read aloud the dialogue between the townspeople and the stranger.

Ask: How does the dialogue build suspense in the story? (When the citizens refuse to believe they are in danger, it seems more likely that something terrible will happen.)

How does the dialogue provide a fuller idea of the setting? (For the first time, we are given a verbal picture of the volcano and an idea of the attitudes of the people of Pompeii toward the danger it presents.)

Advanced Learners

DIFFERENTIATED INSTRUCTION



Advanced Point out that the stranger who delivers a warning is a familiar image in literature and film, e.g., in horror movies. Some may be familiar with "Beware the ides (15th) of March," the warning given to Roman emperor Julius Caesar before he was assassinated on that day. Challenge students to think of three other warnings from literature, TV, or film. Were the warnings accurate?

Teach

BQ BIG Question

Perhaps he senses that something is wrong and is trying to warn Tito.

Literary History

Early Theater Modern-day theater has its roots in ancient Greece and Rome. The forms of drama that we know as comedy and tragedy were developed by the Greeks. Explain that many ancient Roman comedies, such as those of Plautus and Terence, contain familiar elements of modern-day slapstick comedy—loud action, silly situations, mistaken identities, overworked servants helping stupid masters, and rapid entrances and exits. Some Roman comedies were adapted by later writers. Shakespeare's *The Comedy of Errors* was based on plays written by Plautus.

Pompeii was destroyed during what is now called the Silver Age of Roman writing. In fact, one well-known Roman writer, Pliny the Elder, died in the eruption.

Besides, it was Caesar's birthday and the town was in a holiday mood. Tito and Bimbo were among the merry-makers, dodging the charioteers who shouted at them. A dozen times they almost upset baskets of sweets and jars of Vesuvian wine, said to be as fiery as the streams inside the volcano, and a dozen times they were cursed and cuffed. But Tito never missed his footing. He was thankful for his keen¹¹ ears and quick instinct—most thankful of all for Bimbo.

They visited the uncovered theater and, though Tito could not see the faces of the actors, he could follow the play better than most of the audience, for their attention wandered—they were distracted by the scenery, the costumes, the by-play,¹² even by themselves—while Tito's whole attention was centered in what he heard. Then to the city-walls, where the people of Pompeii watched a mock naval-battle in which the city was attacked by the sea and saved after thousands of flaming arrows had been exchanged and countless colored torches had been burned. Though the thrill of flaring ships and lighted skies was lost to Tito, the shouts and cheers excited him as much as any and he cried out with the loudest of them.

The next morning there were *two* of the beloved raisin and sugar cakes for his breakfast. Bimbo was unusually active and thumped his bit of a tail until Tito was afraid he would wear it out. The boy could not imagine whether Bimbo was urging him to some sort of game or was trying to tell something. After a while, he ceased to notice Bimbo. He felt drowsy. Last night's late hours had tired him. Besides, there was a heavy mist in the air—no, a thick fog rather than a mist—a fog that got into his throat and scraped it and made him cough. He walked as far as the marine gate to get a breath of the sea. But the blanket of haze had spread all over the bay and even the salt air seemed smoky.

¹¹ *Keen* ears are highly sensitive.

¹² *By-play* refers to actions or conversations that take place apart from the main action or conversation, especially in a theatrical production.

BQ BIG Question

What might account for Bimbo's unusual behavior?

36 UNIT 1 What Makes a Hero?

Research Practice



Historical Research Have students find articles about Pompeii and images of the ruins. Encourage students to look for answers to questions such as these:

- How many people were killed in the eruption?
- Why were the ruins so well preserved?
- What volcanic activity—ash, earthquakes, or lava flow—caused the most destruction?

- What kinds of information have historians been able to learn from the ruins?

Primary Sources Challenge advanced students to read Pliny the Younger's eyewitness account of the destruction at Pompeii. A suitable translation, "The Destruction of Pompeii, A.D. 79," is available at www.eyewitnesstohistory.com. Have students compare Pliny's experience to Tito's. Then, ask them to imagine that they are at Pompeii during the eruption. Have them write a letter that describes the experience to a friend.

He went to bed before dusk and slept. But he did not sleep well. He had too many dreams—dreams of ships lurching¹³ in the Forum, of losing his way in a screaming crowd, of armies marching across his chest, of being pulled over every rough pavement of Pompeii.

He woke early. Or, rather, he was pulled awake. Bimbo was doing the pulling. The dog had dragged Tito to his feet and was urging the boy along. Somewhere. Where, Tito did not know. His feet stumbled uncertainly; he was still half asleep. For a while he noticed nothing except the fact that it was hard to breathe. The air was hot. And heavy. So heavy that he could taste it. The air, it seemed, had turned to powder, a warm powder that stung his nostrils and burned his sightless eyes.

Then he began to hear sounds. Peculiar sounds. Like animals under the earth. Hissings and groanings and muffled cries that a dying creature might make **dislodging** the stones of his underground cave. There was no doubt of it now. The noises came from underneath. He not only heard them—he could feel them. The earth twitched; the twitching changed to an uneven shrugging of the soil. Then, as Bimbo half-pulled, half-coaxed him across, the ground jerked away from his feet and he was thrown against a stone-fountain.

The water—hot water—splashing in his face revived him. He got to his feet, Bimbo steadying him, helping him on again. The noises grew louder; they came closer. The cries were even more animal-like than before, but now they came from human throats. A few people, quicker of foot and more hurried by fear, began to rush by. A family or two—then a section—then, it seemed, an army broken out of bounds. Tito, bewildered though he was, could recognize Rufus as he bellowed past him, like a water-buffalo gone mad. Time was lost in a nightmare.

It was then the crashing began. First a sharp crackling,

¹³ **Lurching** ships move suddenly in an uneven manner or plunge forward or to the side.

Vocabulary

dislodging (dis loj' ing) v. moving or forcing out of a place or position

1 **Identify Cause-and-Effect Relationships** What may be the cause of Tito's strange dreams?

2

Setting How has the city that Bimbo and Tito know so well changed since the previous day?

3

Identify Cause-and-Effect Relationships Why are people rushing?

UNIT ONE

Teach

Reading Skill

1

Identify Cause-and-Effect Relationships

Bimbo's odd behavior and the smoky, hazy air may have upset Tito.

Literary Element

2

Setting The air in Pompeii is now hot and filled with powder that stings their noses and burns their eyes. Strange, loud noises are coming from the ground, which shakes and splits beneath their feet. Ask students to imitate or describe sounds "like animals under the earth." **Ask: How do these comparisons give you a better idea of what is happening to the city?**

Reading Skill

3

Identify Cause-and-Effect Relationships

They can see and feel what is happening and are running from the danger.

Approaching Level

DIFFERENTIATED INSTRUCTION

Emerging Ask: What disaster scenes have you seen on the news? (Students may mention scenes of Hurricane Katrina, California wildfires, and earthquakes.) **What kinds of behaviors do people exhibit in a natural disaster?**

English Learners

DIFFERENTIATED INSTRUCTION

Beginning Students may find Untermyer's use of sentence fragments challenging. Explain that the fragments help re-create the confusion of the eruption, as well as Tito's own confusion. He is muddled by sleep, panic, and smoke inhalation. Encourage students to read fragments aloud to get a better sense of Tito's impressions of the eruption.

Teach

Reading Skill

1

Identify Cause-and-Effect

Relationships Tito didn't sleep well the night before, and the air is so full of ash that he isn't getting enough oxygen to stay alert.

APPROACHING Ask students to name other situations in which breathing can become dangerous. (*fires, hurricanes, hazardous chemical spills*) Students interested in science can do research on the toxins that can be present when a volcano erupts and on the biological effects of breathing those toxins.

Writer's Technique

Sensory Details Say: *Imagine being caught in a disaster and you are unable to see. Even though we are experiencing what Tito experiences, how does the author still give us a clear picture of what is happening? How might the description differ if Tito were deaf instead of blind?* Have students choose a paragraph and rewrite it as though Tito were deaf.

like a monstrous snapping of twigs; then a roar like the fall of a whole forest of trees; then an explosion that tore earth and sky. The heavens, though Tito could not see them, were shot through with continual flickerings of fire. Lightnings above were answered by thunders beneath. A house fell. Then another. By a miracle the two companions had escaped the dangerous side-streets and were in a more open space. It was the Forum. They rested here a while—how long he did not know.

1

Tito had no idea of the time of day. He could *feel* it was black—an unnatural blackness. Something inside—perhaps the lack of breakfast and lunch—told him it was past noon. But it didn't matter. Nothing seemed to matter. He was getting drowsy, too drowsy to walk. But walk he must. He knew it. And Bimbo knew it; the sharp tugs told him so. Nor was it a moment too soon. The sacred ground of the Forum was safe no longer. It was beginning to rock, then to pitch, then to split. As they stumbled out of the square, the earth wriggled like a caught snake and all the columns of the temple of Jupiter came down. It was the end of the world—or so it seemed. To walk was not enough now. They must run. Tito was too frightened to know what to do or where to go. He had lost all sense of direction. He started to go back to the inner gate; but Bimbo, straining his back to the last inch, almost pulled his clothes from him. What did the creature want? Had the dog gone mad?

Then, suddenly, he understood. Bimbo was telling him the way out—urging him there. The sea-gate of course. The sea-gate—and then the sea. Far from falling buildings, heaving ground. He turned, Bimbo guiding him across open pits and dangerous pools of bubbling mud, away from buildings that had caught fire and were dropping their burning beams. Tito could no longer tell whether the noises were made by the shrieking sky or the agonized¹⁴ people. He and Bimbo ran on—the only silent beings in a howling world.

¹⁴ People who are **agonized** are in great pain.

38 UNIT 1 What Makes a Hero?

Identify Cause-and-Effect Relationships What is making Tito feel so sleepy?



Baker's stall offering fresh bread and cakes (detail). Wallpainting from the Casa del Panettiere, Pompeii.

Reading Practice



Sequence of Events Students who are struggling to understand the things that are happening may benefit from putting the story's events in order. Have students write these main events on index cards:

- the earthquake a dozen years ago
- the rebuilding of the city
- the stranger's warning
- Caesar's birthday

- Tito's strange dreams
- the shifting of the earth
- the rain of ash and rock
- Tito's arrival at the sea gate
- Bimbo's disappearance
- the archaeological dig

Have students shuffle the index cards and then put them in the correct order. Remind students that a cause must come before its

effect. Also remind students that the time in which a story takes place is an essential part of its setting.

New dangers threatened. All Pompeii seemed to be thronging toward the marine-gate and, squeezing among the crowds, there was the chance of being trampled to death. But the chance had to be taken. It was growing harder and harder to breathe. What air there was choked him. It was all dust now—dust and pebbles, pebbles as large as beans. They fell on his head, his hands—pumice-stones¹⁵ from the black heart of Vesuvius. The mountain was turning itself inside out. Tito remembered a phrase that the stranger had said in the Forum two days ago: “Those who will not listen to men must be taught by the gods.” The people of Pompeii had refused to heed the warnings; they were being taught now—if it was not too late.

Suddenly it seemed too late for Tito. The red hot ashes blistered his skin, the stinging vapors tore his throat. He could not go on. He staggered toward a small tree at the side of the road and fell. In a moment Bimbo was beside him. He coaxed. But there was no answer. He licked Tito’s hands, his feet, his face. The boy did not stir. Then Bimbo did the last thing he could—the last thing he wanted to do. He bit his comrade, bit him deep in the arm. With a cry of pain, Tito jumped to his feet, Bimbo after him. Tito was in despair, but Bimbo was determined. He drove the boy on, snapping at his heels, worrying his way through the crowd; barking, baring his teeth, heedless of kicks or falling stones. Sick with hunger, half-dead with fear and sulphur-fumes, Tito pounded on, pursued by Bimbo. How long he never knew. At last he staggered through the marine-gate and felt soft sand under him. Then Tito fainted. . . .

Some one was dashing sea-water over him. Some one was carrying him toward a boat.

“Bimbo,” he called. And then louder, “Bimbo!” But Bimbo had disappeared.

¹⁵ **Pumice-stones** are rocks formed by volcanic activity. They are light in weight and full of small openings.

Vocabulary

heed (hēd) v. pay careful attention to

2

Setting What is going on in the city as the mountain erupts?

BQ BIG Question

Why do you think the dog who is such a devoted friend bites his companion?

UNIT ONE

Teach

Literary Element

2

Setting Buildings are on fire and falling. The ground heaves, splits, and groans. Open pits and pools of bubbling mud are everywhere. The air is choked with dust, and large pebbles from the volcano rain down. People screaming in fear stampede toward the sea-gate.

BQ BIG Question

Bimbo is desperate to save Tito. The dog has tried everything. Biting Tito seems to be the only way to get him moving again.

APPROACHING Ask students to think of a situation in books, in movies, or on TV in which someone must hurt another person to help him or her.

The Dog of Pompeii 39

English Learners

DIFFERENTIATED INSTRUCTION

Beginning Some students may be intimidated by the story’s lengthy descriptive passages. **Say:** **If you know a word in Spanish that looks similar to an English word, it may mean the same thing as the English word.** Encourage students to find words in the selection that have Spanish cognates.

- disappeared/*desaparecido*
- comrade/*camarada*
- continual/*continuo*
- pursued/*perseguido*

Advanced Learners

DIFFERENTIATED INSTRUCTION

Vivid Verbs Point out that the action and the suspense in the description of the eruption are created largely by the author’s careful use of verbs. Words such as *thronging*, *shrieking*, *howling*, *wriggled*, *squeezing*, *trampled*, *choked*, *blistered*, and *tore* bring the panic of the scene to life. Have students choose ten such verbs and replace them with near synonyms. How does the feeling of the passage change?

Teach

Reading Skill

1

Identify Cause-and-Effect

Relationships The bakery is in the Forum. People and animals left that area and ran to the sea-gate when Mount Vesuvius erupted.

APPROACHING Whose skeleton was found by the scientists? Why do you think so?

BQ BIG Question

He probably came to get food for Tito, who hadn't eaten all day.

Cultural History

Pompeii The layers of volcanic ash that covered Pompeii preserved the city surprisingly well. Archaeologists even found loaves of bread in the ovens of a bakery there. The site has become a valuable source of information about day-to-day life in the ancient world.

To check students' understanding of the selection, see Unit 1 Teaching Resources, pp. 53–54.

Voices jarred against each other. "Hurry—hurry!" "To the boats!" "Can't you see the child's frightened and starving!" "He keeps calling for some one!" "Poor boy, he's out of his mind." "Here, child—take this!"

They tucked him in among them. The oar-locks creaked; the oars splashed; the boat rode over toppling waves. Tito was safe. But he wept continually.

"Bimbo!" he wailed. "Bimbo! Bimbo!"

He could not be comforted.

Eighteen hundred years passed. Scientists were restoring the ancient city; **excavators** were working their way through the stones and trash that had buried the entire town. Much had already been brought to light—statues, bronze instruments, bright **mosaics**, household articles; even delicate paintings had been preserved by the fall of ashes that had taken over two thousand lives. Columns were dug up and the Forum was beginning to emerge.

It was at a place where the ruins lay deepest that the Director paused.

"Come here," he called to his assistant. "I think we've discovered the remains of a building in good shape. Here are four huge millstones that were most likely turned by slaves or mules—and here is a whole wall standing with shelves inside it. Why! It must have been a bakery. And here's a curious thing. What do you think I found under this heap where the ashes were thickest? The skeleton of a dog!"

"Amazing!" gasped his assistant. "You'd think a dog would have had sense enough to run away at the time. And what is that flat thing he's holding between his teeth? It can't be a stone."

"No. It must have come from this bakery. You know it looks to me like some sort of cake hardened with the years. And, bless me, if those little black pebbles aren't raisins. A raisin-cake almost two thousand years old! I wonder what made him want it at such a moment?"

"I wonder," murmured the assistant. 🐶

Vocabulary

excavators (eks' kə vā' tərz) *n.* people who uncover something by digging

Visual Vocabulary

Mosaics (mō za'iks) are designs made of variously colored bits of glass or stone set in a surface such as plaster.



Identify Cause-and-Effect Relationships Why are the excavators surprised to find a dog's skeleton in the ruins of the bakery?

BQ BIG Question

Why might the dog have come to the bakery to get a raisin-cake in the middle of a disaster?

40 UNIT 1 What Makes a Hero?

Writing Practice

A Hero's Eulogy A **eulogy** is a tribute to someone who has died. Encourage students to write such a tribute to Bimbo. They may wish to include details such as these:

- how faithfully he cared for his comrade
- how he helped save Tito's life
- a description of the disaster
- how Bimbo sacrificed his life for Tito

Some students may be interested in writing the tribute in verse form. Explain that a poem for the dead is called an **elegy**. Encourage students to think of words that describe the tone of an elegy (*mournful, sad, somber, serious, or lamenting*). Invite students to read their eulogies and elegies aloud to the class.

After You Read

Assess

For additional assessment, see Assessment Resources, pp. 35–36.

Respond and Think Critically

Possible answers:

1. Tito, a blind orphan, lives with his dog, Bimbo, under the city wall.
2. Pompeii, a rich, lively Roman city with great homes, shining chariots, plentiful food and wine, and free public entertainment, suffered a major earthquake twelve years earlier and was completely rebuilt.
3. Mount Vesuvius could destroy Pompeii, just as Mount Etna's eruptions in Sicily ruined two towns three times in fifteen years. Listen to me, or the gods will teach you a lesson. When the smoke above Mount Vesuvius spreads out above it, run for your lives.
4. Tito knows a lot about the people of Pompeii. He is intelligent and draws conclusions by using senses other than his sense of sight.
5. Some students may like the ending, which suggests that Bimbo died trying to help the boy he loved. Others may find the ending too sad.
6. Bimbo's actions suggest that he is loyal, intelligent, brave, and generous. Bimbo is definitely a hero. When disaster strikes, heedless of his own safety, Bimbo does everything he can to save Tito. He shows that he cares more about Tito's life than his own.

After You Read

Respond and Think Critically

1. In Pompeii, where does Tito live and with whom? Why? **[Recall]**
2. Summarize what you learned about life in Pompeii before the eruption of Mount Vesuvius. **[Summarize]**
3. In your own words, repeat the warning that the stranger with the thin voice gives to the people of Pompeii. **[Paraphrase]**
4. Reread the descriptions of Tito's walks and theater visits with Bimbo. What can you infer about Tito's character from these descriptions? **[Infer]**
5. Did you find the story's ending effective? Why or why not? **[Evaluate]**
6. **BQ** **BIG Question** What do Bimbo's actions throughout the story suggest about him? Judging by his actions and the character traits they suggest, do you think that Bimbo is a hero? Explain. **[Conclude]**

TIP

Inferring

Here are some tips to help you answer question 4. Remember that an inference is a logical guess made by using evidence in the story and what you know from experience.

- What does Tito notice as he and Bimbo walk through Pompeii?
- What does Tito notice at the theater?
- What traits must someone have to notice everything that Tito notices?

FOLDABLES Study Organizer Keep track of your ideas about the **BIG Question** in your unit Foldable.

Connect to Social Studies

Ancient Rome

At the time Pompeii was destroyed by Mount Vesuvius, it was part of the Roman Empire. The vast empire stretched from Britain and Spain to northern Africa and parts of the Middle East. Rome was at its center.

The Roman Empire is known for its achievements in many areas, including architecture, transportation, engineering, military matters, and language. It is especially well-known for its systems of government.



As a young city, Rome had a government similar to a democracy—government by the people. Roman citizens met in large groups called assemblies to make decisions. Later, as Roman rule spread, the style of government changed. Rome became an empire, or a union of countries ruled by an emperor. At the time of Pompeii's destruction, Titus was the emperor of Rome.

Group Activity Discuss the following questions with your classmates.

1. How might the destruction of Pompeii have affected the Roman Empire?
2. How was life in Pompeii probably similar to life in Rome?

The Dog of Pompeii 41

English Learners

DIFFERENTIATED INSTRUCTION

Intermediate Have students recreate the forum prior to the eruption of the volcano. According to the story, what kinds of activities took place there? What can it be compared to in their lives today? After giving them a few minutes to establish a forum, move around the classroom, warning them of the volcano eruption. How easy is it to move quickly to safety? What would have made it difficult for the people of Pompeii?

Connect to Social Studies

1. People who were important to the empire's business, political, literary, and artistic life may have died there.
2. Daily life, the weather, religion, and customs were probably similar.

After You Read

Assess

Vocabulary

- | | |
|---------------|---------------|
| 1. dislodging | 5. none |
| 2. ambitious | 6. heed |
| 3. none | 7. excavators |
| 4. pondering | |

Academic Vocabulary

Sample answer: I persisted in running, even though my asthma made it difficult. Last year I ran my first ten-minute mile.

Literary Element

1. The story takes place in Pompeii, a city in the Roman Empire, in A.D. 79.
2. He may have visited Pompeii or read books or articles about archaeological finds there.
3. Possible concrete details: Pompeii is located near the sea. The Forum is the central square. Possible sensory details: Everything glitters in the Forum. The red-hot ashes of the eruption blister Tito's skin.
4. It is someone who lives 1,800 years after the destruction of Pompeii.
5. The story is told from the third-person omniscient point of view.
6. This point of view allows the author to provide background information about Pompeii, to tell detailed stories about two time periods, and to reveal Bimbo's fate.

Reading Skill

7. *B.* Bimbo dies in the bakery.

Literary Element Setting

1. Where and when does this story take place?
2. The author of this story describes Pompeii in great detail. How do you think he learned about Pompeii?
3. Name two concrete details the author provides about Pompeii. Name two sensory details the author provides about Pompeii.

Review: Narrator and Point of View

As you learned on page 11, the **narrator** is the person who tells a story. The relationship of the narrator to the story is called **point of view**.

If **first-person point of view** is used, the narrator is a character in the story and is referred to as *I*. The reader sees everything through that character's eyes.

If **third-person point of view** is used, the narrator is outside the story. In **limited third-person point of view**, the narrator reveals the thoughts of only one character. In **omniscient third-person point of view**, the narrator reveals the thoughts of many or all of the characters and provides background information important to the story.

4. Who is the narrator of "The Dog of Pompeii"?
5. From what point of view is the story told?
6. Why might the author have decided to tell the story from this point of view?

Reading Skill Identify Cause-and-Effect Relationships

Test Skills Practice

7. At the end of the story, Bimbo goes back to the bakery for a raisin-cake. What is the effect of his choice?

A	He saves Tito.
B	He dies in the bakery.
C	He becomes lost in Pompeii.
D	He wants to bring Tito some food.

Vocabulary Practice

On a separate sheet of paper, write the vocabulary word that correctly completes each sentence. If none of the words fits the sentence, write *none*.

ambitious **pondering**
dislodging **heed** **excavators**

1. Park rangers spent the morning _____ the hungry mother bear and her cubs from our well-stocked camper.
2. The _____ student studied every day hoping to get the highest score.
3. My little brothers are always _____ each other of cheating at cards.
4. Before the tennis match, the champion sat nervously _____ the strategy she would use to win.
5. The _____ weather caused traffic to move at a snail's pace.
6. The young fisherman did not _____ his mother's advice; he spent his whole allowance on minnows.
7. Excited archaeologists worked alongside _____ to uncover the bones of a rare dinosaur.

Academic Vocabulary

In "The Dog of Pompeii," Bimbo **persists** in his efforts to get Tito to the sea-gate. *Persists* means "continues despite problems." Think about a time when you continued to do something even though it was difficult. What did you do and what was the result of your hard work?

 **Literature** Online

Selection Resources For Selection Quizzes, eFlashcards, and Reading-Writing Connection activities, go to glencoe.com and enter QuickPass code GL19756u1.

Progress Check

Can students comprehend vocabulary?

If...fewer than 2 answers are correct

Then...  Glencoe Interactive Vocabulary CD-ROM.

Respond Through Writing

Research Report

Investigate Volcanoes In “The Dog of Pompeii,” the eruption of Mount Vesuvius destroys the city of Pompeii. In a research report, investigate how volcanoes form, why they erupt, and what happens when they erupt.

Understand the Task A research report focuses on **facts**, rather than on your own **opinions** or ideas. You will need to gather facts that answer three important questions: *How do volcanoes form? Why do they erupt? What can happen during an eruption?* Decide on a thesis statement, or your main point.

Prewrite To start, focus on finding credible sources. A credible source, such as an encyclopedia, provides accurate information. Gather facts, details, examples, and explanations from these sources. Use a chart like the one below to organize your findings.

How do volcanoes form?	Why do volcanoes erupt?	What happens when volcanoes erupt?

Draft Before you begin writing, make an outline of your report. You may want to write an introduction, a paragraph about each question in your chart, and then a conclusion.

Revise After you have written your first draft, read it aloud. Is your writing clear? Does each sentence give important information about volcanoes? Does each paragraph flow easily into the next? At the end of your paper, list all the sources of information that you used in preparing your report on a bibliography page. See the Writing Handbook at the back of this book for more guidelines on writing a research report and preparing a bibliography.

Edit and Proofread Proofread your paper, correcting any errors in spelling, grammar, and punctuation. See the Word Bank in the side column for a list of words that you can use in your writing.

Learning Objectives

For page 43

In this assignment, you will focus on the following objective:

Writing: Writing a research report.

Word Bank

The following words may be useful in your research report:

consequence

detect

dramatic

factor

precede

trigger

After You Read

Assess

Respond Through Writing

Research Report

Students' research reports should

- contain explanations about how volcanoes form, why they erupt, and what happens when they erupt
- include facts and examples from credible sources that support the explanations
- have an introduction, a body, and a conclusion that are clear
- be free of errors in spelling, grammar, and punctuation



For grammar practice, see Unit 1 Teaching Resources, p. 52.

The Dog of Pompeii 43

English Learners

DIFFERENTIATED INSTRUCTION



Beginning Give beginning English learners the option of presenting their findings in a series of labeled posters or in an online presentation rather than in a written report. Make sure that students write captions for their images and that they base both the captions and the images on their research.

You may also wish to pair a beginning English learner responsible for creating visuals with a native English speaker responsible for writing a report. Have the pair present their findings to the class. To promote fluency, encourage the English learner to discuss the visual presentation.

Intermediate Have students who struggle with fluency in English deliver the research report as an oral presentation instead of a written one. Pair English learners with native English speakers for coaching on idiomatic phrasing, delivery, and the pronunciation of difficult words.

Genre Focus: Short Fiction

Focus

Bellringer Options

Daily Language Practice Transparency 8

Ask: *Aside from the time it takes to read them, how does reading a short story differ from reading a full-length novel? Explain.* (Possible response: The reader gets to know the characters faster than in a novel. The author doesn't have as much space to create characters and plot, and so the writing must be more efficient.)

Teach

Literary History

History of the Short Story The prose short story has only existed since the 19th century. Early forms of short fiction include myths and legends, such as creation stories from around the world. Early fiction resembled poetry more than the prose we recognize today. Rhythm and poetic structure helped oral storytellers remember the content of their stories.

Ask: *Do poems and songs still tell stories today?* (Students might mention a narrative song or poem they have read.)

Reading Practice

Constructing Graphic Organizers Graphic organizers help you draw a picture of what you're reading, so you can sort ideas out, clear up difficult passages, and remember important ideas in a selection. Look at the following examples of good graphic organizers.

Web You can show a main idea and supporting ideas by using a web. Put the main idea in the middle circle and the supporting details in the surrounding circles. Notice how you might include other circles branching off

Learning Objectives

For pages 44–45

On these pages, you will focus on the following objectives:

Literary Study:

Analyzing plot and setting.

Analyzing character.

Analyzing theme.

Analyzing narrator and point of view.

Genre Focus: Short Fiction

Fiction is writing that is about people and situations the author invents. **Short fiction** usually tells about one major event and has only a few characters. You can usually read a **short story** in a single sitting. A short story has the same elements as a novel: setting, characters, plot, point of view, and theme.

Short fiction includes stories about realistic events, as well as folktales, fairy tales, legends, myths, fables, and tall tales.

Literary Elements

Setting **Setting** is the time and place of the action in a literary work. Setting can also include customs, values, and beliefs of a place or a time. Authors describe the setting by using details. **Concrete details** provide information; **sensory details** bring the setting to life by appealing to the five senses.

Characters **Characters** are the actors in a story. They can be people, animals, robots, or whatever the author chooses. The main character is called the **protagonist**. The methods an author uses to develop the personality of a character are called **characterization**. In **direct characterization**, the story's narrator tells you about a character. In **indirect characterization**, the author reveals a character's personality through the character's words and actions and what other characters think and say about that character.

Plot The **plot** is the basic structure of a piece of fiction. The plot begins with the **exposition**, which introduces the setting, characters, and situation. The **rising action** adds complications to the story's **conflicts**, or problems, leading to

the story's **climax**, or point of greatest interest or suspense. The **falling action** is the result of the climax, and the **resolution** is the final outcome.

Point of View **Point of view** is the perspective from which a piece of fiction is told. The person telling the story is the **narrator**. In **first-person point of view**, the narrator is a character in the story. In a story with a **limited third-person point of view**, the narrator is outside the story and reveals the thoughts of only one character. In **omniscient point of view**, the narrator is also outside the story but can reveal the thoughts of several characters.

Theme The **theme** is the message about life the reader takes from a piece of fiction. A theme may be stated directly or it may be **implied**—suggested by what the characters learn or by what their experiences reveal.

TRY IT

Use one of the graphic organizers on the next page to examine the literary elements of a piece of short fiction in this unit.

44 UNIT 1 What Makes a Hero?

from the detail circles. Use those for further information about your details.

Flow Chart When you want to keep track of events in time order or show a cause-and-effect relationship between events, use a flow chart. Arrange your ideas or events in the boxes, putting them in their logical order. Then draw arrows between the boxes to show how one idea or event flows into another.

Venn Diagram To look at the similarities and differences between two ideas, characters,

or events, use a Venn diagram. The outer portions of each circle will show how two items contrast or are different. Use the overlapping portion of the circles to show how they are the same.

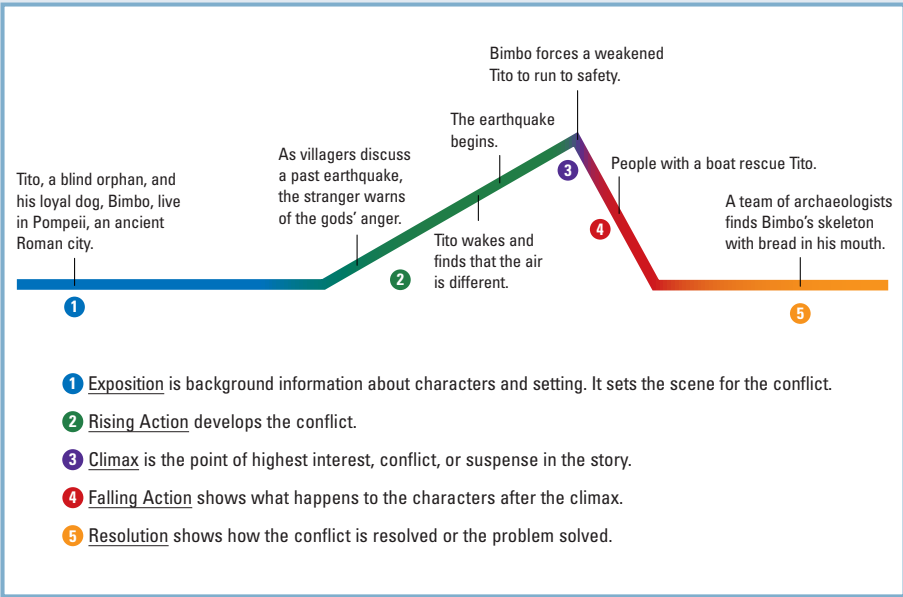
Characteristics of the Genre

To better understand the literary elements in short fiction and how authors use literary elements to create effects and achieve their purposes, look at the examples in the characterization chart and plot diagram below.

Characterization Chart for Mr. Silver from “The Scribe”

Detail from the Story	Personality Trait It Reveals	Direct or Indirect Characterization
The narrator calls Mr. Silver “the mean old man.”	meanness	direct (narrator’s statement)
Mr. Silver hollers “SPELL it!” at a customer.	lack of respect	indirect (character’s words)
Mr. Silver sighs, rolls his eyes, and bangs on a form.	impatience	indirect (character’s actions)

Plot Diagram for “The Dog of Pompeii”



Genre Focus: Short Fiction

Teach

Literary Element

Dialogue, Conflict, Plot, and Characterization

ADVANCED Say: Explain how each literary element—dialogue, conflict, plot, and characterization—may be different in a short story than in a novel. (Possible responses: **Dialogue:** Sometimes there is less dialogue in a short story, so readers must rely more on what the narrator tells them. **Conflict:** Conflict in a short story must be developed and resolved in a limited amount of space. **Plot:** The plot in a short story may be simpler than in a novel. **Characterization:** The characters in a short story may not be as fully developed as those in a novel.)

English Learners

DIFFERENTIATED INSTRUCTION

Advanced English learners may find it useful to understand the origin of the word *character*, which appears in such important literary terms as *characteristic* and *characterization*. The word comes from the Latin *character*, meaning “mark” or “quality.”

Explain to students that they can identify the basic meaning of words like *characteristic* by remembering the meaning of *character*.

Approaching Level

DIFFERENTIATED INSTRUCTION

Emerging Have students copy the characterization chart and plot diagram on a piece of paper. As they read the selections, suggest that they fill in the charts to help them understand how authors use characterization and plot in short fiction.

Before You Read

Focus

Bellringer Options

Daily Language Practice Transparency 9



Literature Launchers: Pre-Reading
Videos DVD, Selection Launcher

Or show students pictures of well-known figures—an athlete, a movie star, the president, Harry Potter.

Ask: *Are any of these people heroes?*

Instruct students to write down who they think is a hero and why. Poll the class. Discuss why they do or do not think these figures are heroes.

Vocabulary

Ask students to choose a hero and write down the hero's heroic qualities. Then have students write a three- or four-sentence paragraph about this hero, with each sentence incorporating a vocabulary word. Encourage students to use two or more vocabulary words in at least one sentence. When finished, assign students a partner and have them review their partner's vocabulary usage.

Before You Read

What Exactly Is a Hero?

Connect to the Essay

Think about someone you would call a hero.

Partner Talk With a partner, talk about why the person is a hero. Discuss qualities or actions that you think make someone heroic.

Build Background

In this essay, T. A. Barron talks about some real-life heroes from the past and present with whom you may be unfamiliar.

- Winston Churchill was the prime minister of the United Kingdom during World War II. Joining forces with the United States and the Soviet Union, Churchill led the fight against Nazi Germany.
- Jane Goodall is a researcher who has spent her life studying chimpanzees in Africa. She has fought to protect chimpanzees in the wild.

Vocabulary

essential (i sen' shəl) *adj.* basic; fundamental (p. 49).

Protein is an essential part of a healthful diet.

prominent (prom' ə nənt) *adj.* well-known or important; notable (p. 49). *The police chief and mayor are prominent people in our town.*

economic (ek' ə nom' ik) *adj.* relating to money matters (p. 49). *The large inheritance ended the family's economic problems.*

prevail (pri vāl') *v.* to be victorious; triumph (p. 50). *The coach told the track star that she would prevail at the 100-yard dash.*

conscious (kon' shəs) *adj.* deliberate; intentional (p. 50). *He made a conscious effort to be friendly to the new neighbor.*

Meet T. A. Barron



"A life—whether seamstress or poet, farmer or king—is measured not by its length, but by the worth of its deeds, and the power of its dreams."

—T. A. Barron

Businessman Turned

Writer T. A. Barron was a businessman in New York before he moved back to his home state of Colorado to become a writer and an environmentalist. He believes that everyone has the potential to become a hero by serving others and protecting the planet. Barron even created a national award for children who perform extraordinary public service.

Literary Works Barron's award-winning books include *The Great Tree of Avalon* trilogy and *The Lost Years of Merlin* series.

T. A. Barron was born in 1952.



Literature Online

Author Search For more about T. A. Barron, go to glencoe.com and enter QuickPass code GL16756u1.

46 UNIT 1 What Makes a Hero?

English Learners

DIFFERENTIATED INSTRUCTION



Vocabulary Preteaching Divide students into small groups and have them choose a vocabulary word. Have them use a dictionary or thesaurus to make a list of synonyms for the word they have chosen. Then, have students write a few sentences using the synonyms to demonstrate the definition of the vocabulary word without stating it directly. Ask a volunteer

from each group to read the sentences aloud and have the rest of the class guess which word the group has chosen.



For additional vocabulary practice, see Unit 1 Teaching Resources, p. 65.



For additional context, see Glencoe Interactive Vocabulary CD-ROM.

Set Purposes for Reading

BQ BIG Question

As you read this essay, ask yourself, what does the author say a hero is—and is not?

Literary Element Text Structure

Text structure is the particular order or pattern a writer uses to present ideas. **Comparing and contrasting** is one way a writer can structure text. Comparing and contrasting means telling the ways that people, things, or ideas are alike and different.

Writers can use signal words and phrases, such as *similarly*, *like*, and *also* to show how two things are alike or *in contrast*, *but*, and *however* to point out differences.

As you read, ask yourself, how does the author use text structure to present his views about what makes a person a hero?

Reading Skill Determine Main Idea and Supporting Details

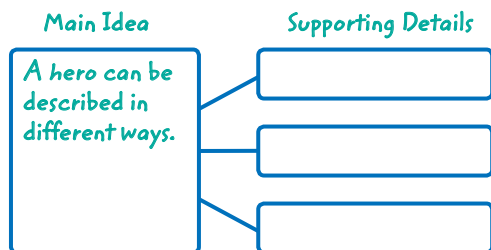
The **main idea** is the most important idea in a paragraph or passage. The ideas that support or tell more about the main idea are called **supporting details**. Sometimes an author clearly states the main idea in a topic sentence. Other times an author will suggest the main idea by providing a variety of clues.

Determining the main idea and supporting details helps you understand the most important idea in a paragraph or passage.

To determine main idea and supporting details, ask yourself,

- What is each sentence about?
- Are any sentences more important than others?
- What main idea do the supporting details point out?

As you read, note the main idea and details. You may find it helpful to use a graphic organizer like the one below.



Learning Objectives

For pages 46–51

In studying this text, you will focus on the following objectives:

Literary Study: Analyzing text structure.

Reading: Determining main idea and supporting details.

TRY IT

Determine Main Idea and Supporting Details

Think about a story most of your classmates would know, such as a common fairy tale, legend, or myth. Discuss the main idea. What supporting details point out or tell more about the main idea? Share ideas with your classmates.

Before You Read

Focus

Summary

Society often confuses heroes and celebrities. A celebrity is someone who wins our attention. A hero, however, is someone with strong inner qualities, such as courage, wisdom, and character. Everyone has the ability to be a hero.

For summaries in languages other than English, see Unit 1 Teaching Resources, pp. 57–62.

Literary Element

Text Structure Students will need to read the whole selection before they can answer the question about text structure. Encourage students to look for the contrasting points that illustrate the main idea.

Reading Skill

Determine Main Idea and Supporting Details

After students finish the essay, have them state their main impression of it in as few words as possible. This impression can point them toward the main idea.

TRY IT

Sample answer The main idea of the myth of Daedalus and Icarus is that excessive pride, or hubris, will be punished. Supporting details include Daedalus's repeated losses and Icarus's plunge into the sea.

What Exactly Is a Hero? 47

English Learners

DIFFERENTIATED INSTRUCTION

Beginning Encourage English learners to see the similarities between the vocabulary words and their Spanish equivalents: *esencial* and *essential*, *consciente* and *conscious*, and so on. Call on students to name the word in Spanish that is the equivalent to each vocabulary word.

Intermediate Explain to English learners that the word *character* not only refers to a person in a work of literature but also to the moral qualities of a person. Ask students to share character traits they normally associate with heroes. List these qualities on the board and compare them to the qualities mentioned by the author in the selection.

Other options for teaching this selection can be found in

- Interactive Read and Write for On-Level Learners, pp. 1–10
- Interactive Read and Write for English Learners, pp. 1–10
- Interactive Read and Write for Approaching Level Learners, pp. 1–10

Teach

Teaching Note

Metaphors Explain that the author is comparing hiking to life. Discuss as a class why hiking or taking a long walk aptly conveys what a person's life is like. What might the "trail" and the "twists and turns" be? **Ask:** *What does the comparison of hiking to life tell us about the author's definition of a hero?* (Possible response: A person becomes a hero with practice and experience; it does not just happen overnight.)



For an audio recording of this selection, use Listening Library Audio CD-ROM.

Readability Scores

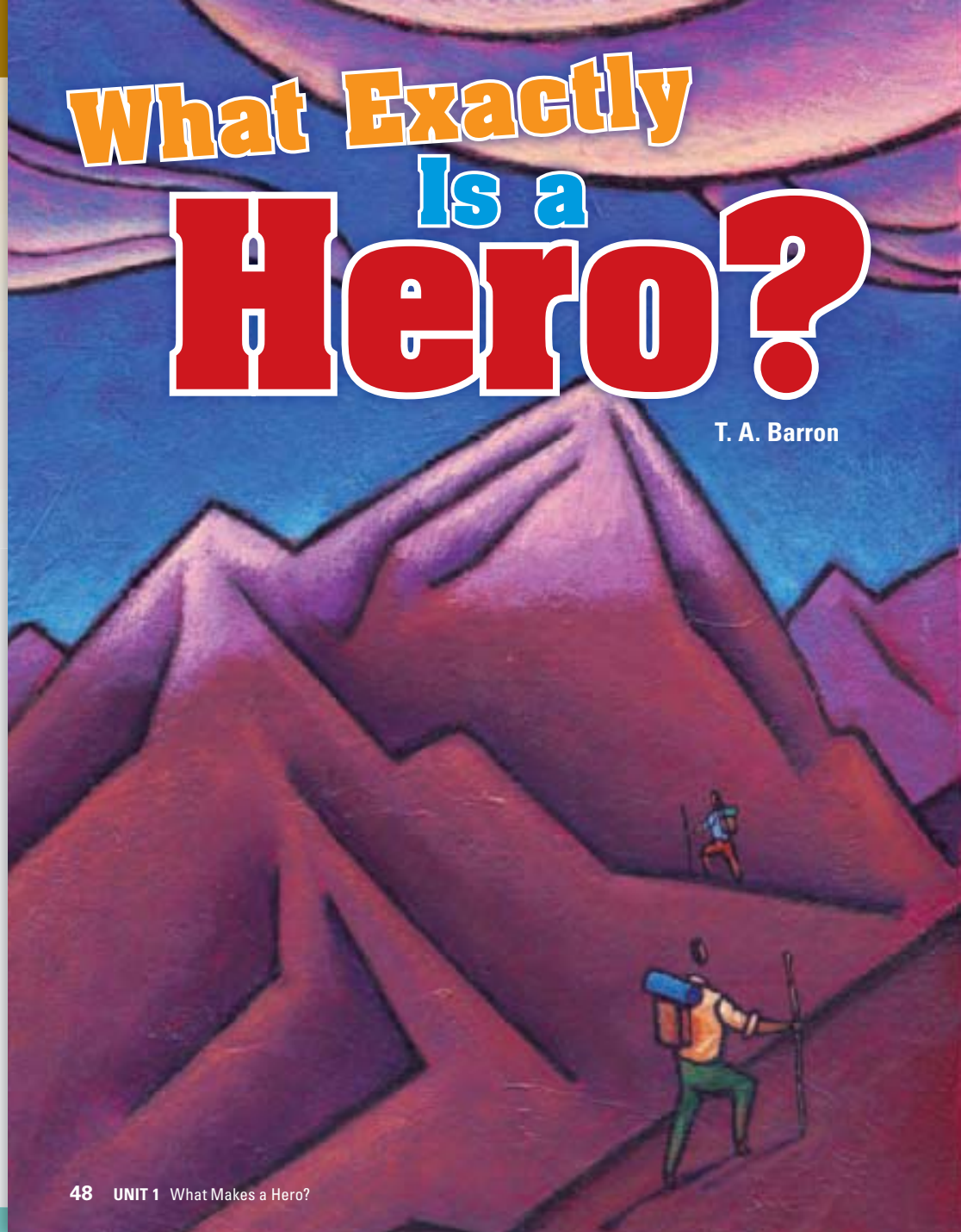
Dale-Chall: 7.8

DRP: 60

Lexile: 780

What Exactly Is a Hero?

T. A. Barron



48 UNIT 1 What Makes a Hero?



Writing Practice

Definition Explain to students that the meanings of many words can differ among people depending on their experiences and outlook on life. Have students locate a sentence in which the author defines "hero" and share it with the class. **Ask:** *Is this definition similar to or different from your own definition of the word?* Then have students pick one of the three qualities listed in paragraph two—courage, perseverance,

wisdom—and write a sentence defining the word ("Courage/Perseverance/Wisdom is _____"). Break students into groups by their word choice and have each group discuss its definitions. Create new groups of three—one person for each definition—and have students take turns explaining their definitions to one another. Remind students that clear definitions help readers understand the intended main idea better.

Just like life, a hike is a journey—full of ups and downs, long climbs, deep doubts, painful losses, real triumphs, and plenty of surprises. We may make some good friends on the way, but much of the time we walk alone. And as with our own lives, we can't see very far down the trail. We can only keep walking, and do our best to prepare ourselves for whatever twists and turns lie ahead.

Now, to survive that sort of journey, maybe even with grace, we need some **essential** qualities. Courage, for one. Perseverance. And wisdom. The very same qualities it takes to be a hero.

What exactly is a hero? What does the word really mean?

Let's start with what a hero does *not* mean: a celebrity. In our society, we often confuse the two, but they are really very different. As different as the two kinds of sage—the person who has grown immensely wise over time, and the sweet but short-lived herb that decorates the prairies.

A hero is someone who, faced with a tough challenge, reaches down inside and finds the courage, strength, and wisdom to triumph. That person could be a girl or a boy; a **prominent** leader or the person next door; a member of any race, culture, or **economic** group. But in every case, it's someone whose special qualities of character make a real difference.

A celebrity, by contrast, is just someone who has won our attention—whether for fifteen seconds or fifteen years. The celebrity's fame could have come from entertaining us, serving us . . . or even harming us. Now, don't get me wrong. Sometimes heroes can become so well known that they also become celebrities. Abraham Lincoln was, in his day, both at once. So was Winston Churchill over fifty years ago. And so is Jane Goodall today. But the two ideas are still quite different. For a hero, what counts is character. For a celebrity, what counts is fame.

Vocabulary

essential (i sen' shəl) *adj.* basic; fundamental

prominent (prom' ə nənt) *adj.* well-known or important; notable

economic (ek' ə nom' ik) *adj.* relating to money matters

1

Determine Main Idea and Supporting Details How can you tell this is the essay's main idea?

2

Text Structure How would you explain the differences the author points out? How does the parallel structure of the sentences help show the contrast?

What Exactly Is a Hero? 49

UNIT ONE

Teach

Reading Skill

1

Determine Main Idea and Supporting Details The author has just defined the concept of a hero and next moves on to say what a hero is *not*.



For additional reading skill or strategy practice, see Unit 1 Teaching Resources, p. 64.

Literary Element

2

Text Structure A hero does what is right and helps others; he or she does not seek attention as a celebrity does.

APPROACHING **Ask:** **Why might the author believe that celebrities are rarely heroes?** (*They face few real-life challenges; they seek fame and fortune rather than solving important issues.*)



For additional literary element practice, see Unit 1 Teaching Resources, p. 63.

Approaching Level

DIFFERENTIATED INSTRUCTION



Emerging As they read, have students create a T-chart with the characteristics of a *celebrity* listed in the left column and those of a *hero* on the right. When they get to the end of the page, ask students to offer additional examples of modern-day heroes who are also celebrities. Make sure they explain their reasoning.

"What Exactly Is a Hero?"

celebrity	hero
seeks attention	cares about what is right

UNIT ONE

Teach

Cultural History

Lao-tzu Lao-tzu was a Chinese thinker and writer who lived during the fourth century B.C. He is known as the founder of Taoism, a religion and philosophy that valued living in harmony with nature. *Tao* (pronounced “dow”) means “path.”

Reading Skill

1

Determine Main Idea and Supporting Details A hero carries courage, perseverance, and wisdom.

ENGLISH LEARNERS Ask: **What other inner tools do you feel heroes possess?**

Literary Element

2

Text Structure The author changes the word *step* to *person*, emphasizing the importance of the individual in making life’s journey.

BQ BIG Question

Footsteps provide a concrete image of a person walking down life’s trail, directed by his inner qualities.

Here’s another way to think about it: A hero does something truly important, regardless of whether anyone ever notices. But a celebrity is all about being noticed—being a famous face or name or number on a **jersey**. One of them, you could say, is a real meal cooking on the campfire. The other is a flash in the pan.

1

Heroism, then, is about *character*. The qualities a person carries down inside. Or, to put this in hiking terms: The most important piece of equipment that any hiker brings on the trail isn’t a backpack, a sleeping bag, or even a map. No, it’s the hiker himself or herself! That person’s head, heart, and soul. In just the same way, heroes **prevail** not because of the tools or weapons they carry outside—but because of what they carry *inside*.

2

Lao-tzu, the Chinese philosopher, pointed out long ago that even the greatest journey begins with a single step. That is true, and well worth remembering. But frankly, I would have said it differently: **Every journey begins with a single person.** A hiker—and whatever inner qualities he or she brings to the trail.

Just how are those inner qualities revealed? Through our choices. For every choice matters, whether it’s big or small, **conscious** or unconscious, repeated or rare. And every choice is an expression of who we are.

Our choices, then, are like footsteps. Each one takes us farther down the trail, affecting the route we take, the pace we set, and the deeds we do along the way. And each one is shaped by two primary forces: our own inner selves and the trail itself—the landscape of life. So our inner qualities shape our choices, our choices become our footsteps, and our footsteps become our journey. 🦋

Vocabulary

prevail (pri vāl') *v.* to be victorious; triumph

conscious (kon' shəs) *adj.* deliberate; intentional

50 UNIT 1 What Makes a Hero?

Visual Vocabulary

A **jersey** is a knitted shirt an athlete wears as part of a uniform.



Text Structure How are the author’s words different from Lao-tzu’s famous saying?

BQ BIG Question

How does this ending connect to the author’s main idea about what makes a hero?



Writing Practice

Italics Explain that authors often italicize words when they want to emphasize their importance or express a complicated idea. Have students locate the italicized words in the selection and reread each word in its context to understand its meaning. Suggest to students that italics enrich our understanding of the selection. Ask: **Why does the author highlight these words?**

(Possible answer: The author wants to emphasize that a hero is not what a person is on the outside but what he or she possesses on the inside.)

Reading Practice



Partners Paraphrase The aphorisms and metaphors in the selection may confuse some students. Have students work with a partner to paraphrase figurative language in order to understand its literal meaning. Ask: **What does it mean that “Every journey begins with a single person”?**

After You Read

Assess

For additional assessment, see Assessment Resources, pp. 37–38.

Respond and Think Critically

Possible answers:

- Students may say that because celebrities get attention, some people confuse them with heroes.
- A hero overcomes difficulties and does the right thing even when no one is watching.
- The author means that a real hero has value and substance, similar to a nourishing meal.
- Some students may think that contrasting a hero with a celebrity is effective, while some may be confused by the author's use of metaphor.
- Some students may think that identifying special qualities is important to understanding a hero.
- The author shows the difference between a real hero and someone who just wants attention. He claims that a real hero has a strong character and overcomes difficulties.

Vocabulary Practice

1. d 2. f 3. a 4. b 5. g

Sample sentences:

- Flour is essential for the cake.
- The company owner is a prominent community member.
- The economic situation for many families is not improving.
- A person who doesn't give up during difficulties will prevail.
- They were conscious of the rain.

After You Read

Respond and Think Critically

- Why do people sometimes confuse celebrities with heroes? [Summarize]
- In your own words, briefly state what the author says a hero is. [Paraphrase]
- What does the author mean by saying a hero is like "a real meal cooking on the campfire"? [Interpret]
- Literary Element Text Structure** Does the author effectively use comparison and contrast to explore what a hero is? Give examples to support your answer. [Analyze]
- Reading Skill Determine Main Idea and Supporting Details** Look at the graphic organizer you made about the main idea and supporting details. Which details are most important to understanding the main idea? [Analyze]
- BQ BIG Question** What have you learned from this essay about what a hero really is? [Evaluate]

Writing

Write a Letter Write the author a letter and tell him why you agree or disagree with his ideas about heroes. Remember to be persuasive and to support your opinions with facts, examples, or other evidence.

Vocabulary Practice

Match each boldface vocabulary word with a word from the right that has the same meaning. Two of the words to the right will not have matches. Then write a sentence using each vocabulary word or draw or find a picture that represents the word.

- | | | |
|---------------------|--------------|----------------|
| 1. essential | a. financial | f. significant |
| 2. prominent | b. triumph | g. deliberate |
| 3. economic | c. lovely | |
| 4. prevail | d. basic | |
| 5. conscious | e. pressure | |

Example:

prominent

Sentence: The woman who owns the construction company is a prominent member of the community.

TIP

Paraphrasing

When you paraphrase, you restate someone else's ideas in your own words. Here are some tips to help you paraphrase. Use these tips to answer question 2.

- Locate sentences in the essay that define a hero.
- Note the key points about a hero.
- Restate important ideas that would apply to the entire essay.

FOLDABLES Study Organizer Keep track of your ideas about the **BIG Question** in your unit Foldable.

Literature Online

Selection Resources

For Selection Quizzes, eFlashcards, and Reading-Writing Connection activities, go to glencoe.com and enter QuickPass code GL19756u1.

What Exactly Is a Hero? 51

Progress Check

Can students comprehend vocabulary?

If...fewer than 2 answers are correct

Then... Glencoe Interactive Vocabulary CD-ROM.

Writing

Write a Letter Students' letters should

- be in standard letter format (date, recipient and return addresses, salutation, body, closing)
- address the author directly
- agree or disagree with the author's view

Before You Read

Focus

Bellringer Options



Literature Launchers: Pre-Reading Videos DVD, Selection Launcher

Selection Focus Transparency 1

Daily Language Practice Transparency 10, 11

Or lead the class in a discussion

Ask: **Why is it that some people help and others do not when they see someone in trouble? Is it ever better not to help? Why?**

Vocabulary

Encourage students to notice vocabulary words in their surroundings. For example, students may notice one of the words in a newspaper article or hear it on a television program. Have them produce or repeat the example.



For additional vocabulary practice, see Unit 1 Teaching Resources, p. 78.



For additional context, see Glencoe Interactive Vocabulary CD-ROM.

Before You Read

The King of Mazy May

Connect to the Story

Think about a time when someone was being treated badly and you had an opportunity to help.

Partner Talk With a partner, discuss whether you would help someone if risks were involved. Would you get involved if it was the right thing to do?

Build Background

In 1896 gold was discovered in the Klondike, a remote wilderness area of northwestern Canada, near Alaska. Thousands set out to strike it rich. Perhaps they would have stayed home if they had known the following:

- They would risk their lives to carry tons of needed equipment across steep, frozen mountain passes.
- Local people had already claimed most of the gold.
- The gold that remained was ten feet below permanently frozen ground.

Most fortune-seekers found only hardship—if they were lucky enough to survive!

Vocabulary

endured (en doord') *v.* underwent hardship without giving up; put up with (p. 55). *To finish the marathon, Maria endured heat, aching muscles, and exhaustion.*

industrious (in dus' trē əs) *adj.* hardworking (p. 56). *Erin, an industrious student, had the highest score on the test.*

adjoining (ə joi' ning) *adj.* located next to; adjacent (p. 56). *We heard voices coming from the adjoining room.*

evidently (ev' ə dənt lē) *adv.* clearly, apparently, obviously (p. 57). *Jon was evidently excited because he couldn't stop fidgeting.*

floundering (floun' dər ing) *v.* to move with stumbling motions; struggle awkwardly or clumsily (p. 63). *The horses were floundering in the deep mud.*

Meet Jack London



"You can't wait for inspiration. You have to go after it with a club."

—Jack London

An Adventurous Life Jack London left school at an early age to become a sailor. He traveled to Japan but returned to study for a term at the University of California before living the rough life of a gold prospector in Canada's Klondike region. He never struck gold, but his travel experiences gave him a "gold mine" of ideas for stories.

Literary Works London's adventure novels include *The Call of the Wild*, *White Fang*, and *The Sea Wolf*.

Jack London was born in 1876 and died in 1916.



Literature Online

Author Search For more about Jack London, go to glencoe.com and enter QuickPass code GL19756u1.

52 UNIT 1 What Makes a Hero?

English Learners

DIFFERENTIATED INSTRUCTION



Vocabulary Preteaching Say: **One way to learn new words is to use them to relate a personal experience in your own writing.** Have students write a paragraph about an experience they had either as a very young child or more recently. They should try to use at least three of the five vocabulary words in the paragraph.

Set Purposes for Reading

BQ BIG Question

As you read, ask yourself, is it possible for a person of any age to be a hero?

Literary Element Plot

The **plot** is the sequence of events in a story. The plot starts with the **exposition**, which introduces the characters, setting, and situation.

The **rising action** adds complications to the story's problems, or **conflicts**, and leads to the **climax**, which is the point of greatest interest or suspense. The **falling action** shows what happens as a result of the climax, and the **resolution** presents the final outcome.

Recognizing the parts of a plot can help you follow the order of events in a story and make sense of what you read.

As you read, think about how each new problem faced by the main character adds to the suspense of the story.

Reading Strategy Visualize

To **visualize** is to picture a scene that is described in a story.

Visualizing brings a story to life. It is a useful and effective way to understand and remember what you read.

To visualize parts of the story,

- pay attention to descriptive words that the writer uses to appeal to senses of sight, hearing, touch, taste, and smell
- use your imagination to form mental images of events and places in the story

What pictures do the details in the story create in your mind? As you read, you may find it helpful to use a graphic organizer like the one below.

Descriptive Detail	What I See in My Mind
ice-jams on one of the mightiest of rivers	thick blocks of ice over rushing water

Learning Objectives

For pages 52–68

In studying this text, you will focus on the following objectives:

Literary Study: Analyzing plot.

Reading: Visualizing parts of the story.

TRY IT

Visualize Think about a time when a friend described every detail about something, such as a new puppy—his fuzzy, brown coat, wet nose, stubby tail, and patch of white fur over his eye. Did you form a picture of the puppy in your mind?

Before You Read

Focus

Summary

Walt's father has left the teenager alone to look after their land in the Klondike and that of neighbor Loren Hall, who has struck gold and set out on foot to file the proper papers. When Walt learns that claim jumpers plan to steal Hall's land, he takes their dogsled and races them across the frozen Yukon territory to keep them from filing the claim before Hall does. Walt thwarts the claim jumpers and becomes the hero of the community.

For summaries in languages other than English, see Unit 1 Teaching Resources, pp. 70–75.

Literary Element

Plot Help students understand that conflict is the struggle between opposing forces in a story. Each time the main character faces another difficulty in that struggle, the action rises. Suspense is created by our not knowing how the character will solve the worsening problem.

Reading Strategy

Visualize Point out that students visualize all the time—every time they think of a place they would like to go or listen to a friend tell a story.

TRY IT

Invite volunteers to describe what they pictured.

Other options for teaching this selection can be found in

- Interactive Read and Write for On-Level Learners, pp. 11–28
- Interactive Read and Write for English Learners, pp. 11–28
- Interactive Read and Write for Approaching Level Learners, pp. 11–28

The King of Mazy May 53

English Learners

DIFFERENTIATED INSTRUCTION

SMALL GROUP **Intermediate** Make sure that English learners can follow the sequence of events in London's fast-moving story. Point out to them that such words as *when*, *then*, *meanwhile*, *since*, *while*, *later*, *until*, *earlier*, *finally*, and *during* signal time order. The order in which events occur may be presented in a straight time sequence or in another order.

Have students work in small groups to review the story, locating and listing the words that signal the order of events.

Teach

Reading Strategy

1

Visualize Possible response: It helps me imagine a frozen, desolate land.



For additional reading skill or strategy practice, see Unit 1 Teaching Resources, p. 77.



For an audio recording of this selection, use Listening Library Audio CD-ROM.

Readability Scores

Dale-Chall: 6.7

DRP: 57

Lexile: 1020

Cultural History

Moving West In the 1800s, the prospect of land and wealth brought about the settlement of the American West. The Homestead Act of 1862 gave land to anyone who lived on it and farmed it for a certain period of time. Gold rushes lured many west, hoping to strike it rich.

Reading Practice



Preview Explain to students that previewing is looking over a selection before they read it. When students preview a selection, they will look over its title, heads, and graphics to get an idea of what they are about to read. Some students may not be familiar with the gold rush fever of the Klondike and the rigors of life in the far north of Alaska and Canada. Have students preview the photos and the illustrations to help them



Shooting the white-horse rapids en route to the Klondike gold fields, 1898. Hand-colored halftone.

Jack London

Walt Masters is not a very large boy, but there is manliness in his make-up, and he himself, although he does not know a great deal that most boys know, knows much that other boys do not know.

He has never seen a train of cars or an elevator in his life, and for that matter, he has never once looked upon a cornfield, a plow, a cow, or even a chicken. He has never had a pair of shoes on his feet, or gone to a picnic or a party, or talked to a girl. But he has seen the sun at midnight, watched the ice-jams on one of the mightiest of rivers, and played beneath the northern lights,¹ the one white child in thousands of square miles of frozen wilderness.

1

¹ The **northern lights** are streams and arches of moving colored light. They are seen at times in the night sky over northern regions of Earth. The light comes from atoms speeding through Earth's magnetic field. When such lights appear in the southern hemisphere, they are called the "southern lights."

Visualize How does this description help you imagine the setting of the story?

54 UNIT 1 What Makes a Hero?

visualize the story's setting and characters. Ask your librarian for additional illustrated books about the gold rush, dog sledding, and the far North.



Compare and Contrast After students read the first four paragraphs, ask them to paraphrase the descriptions of Walt and list his abilities. Have them write a similar list of their own experiences, traits, and abilities. Once students have compared and contrasted themselves with Walt, invite them to share their thoughts about Walt with the class.

Walt has walked all the fourteen years of his life in sun-tanned, moose-hide **moccasins**, and he can go to the Indian camps and “talk big” with the men, and trade calico² and beads with them for their precious furs. He can make bread without baking-powder, yeast or hops, shoot a moose at three hundred yards, and drive the wild wolf-dogs fifty miles a day on the packed trail.

Last of all, he has a good heart, and is not afraid of the darkness and loneliness, of man or beast or thing. His father is a good man, strong and brave, and Walt is growing up like him.

Walt was born a thousand miles or so down the Yukon, in a trading-post below the Ramparts. After his mother died, his father and he came on up the river, step by step, from camp to camp, till now they are settled down on the Mazy May Creek in the Klondike³ country. Last year they and several others had spent much toil and time on the Mazy May, and **endured** great hardships; the creek, in turn, was just beginning to show up its richness and to reward them for their heavy labor. But with the news of their discoveries, strange men began to come and go through the short days and long nights, and many unjust things they did to the men who had worked so long upon the creek.

Si Hartman had gone away on a moose-hunt, to return and find new stakes driven and his claim jumped.⁴ George Lukens and his brother had lost their claims in a like manner, having delayed too long on the way to Dawson to record them. In short, it was an old story, and

² **Calico** is a type of cotton cloth with a pattern on it. The word comes from Calicut, the town in India where the cloth was first made.

³ The Yukon River flows from Canada’s Yukon Territory through Alaska to the Bering Sea. It was a major route to the Klondike during the gold rush of 1897–1898. The **Klondike** is the name of both a river and a gold-mining region in the Yukon Territory of Canada near the Alaskan border.

⁴ A **claim** was a piece of land that a prospector claimed to be his or her own. The prospector drove wooden **stakes** into the ground to mark its boundaries, and then recorded the claim with the gold commissioner in the city of **Dawson**. Someone who **jumped a claim** took over and recorded a claim for land that had been staked out, but not yet recorded, by someone else.

Vocabulary

endured (en doord’) v. underwent hardship without giving up; put up with

Visual Vocabulary

Moccasins are shoes with a sole and no heel, usually made from one piece of leather.



2

Plot What are your first impressions of Walt?

3

4

Plot What sets the newcomers apart from the men who live on the Mazy May?

UNIT ONE

Teach

Literary Element

2

Plot Possible response: Walt is courageous and a good person.



For additional literary element practice, see Unit 1 Teaching Resources, p. 76.

Vocabulary

3

Roots **APPROACHING** The verb *endured* contains the Latin root *dur*, or “hard.” It appears in some words students may know: An athlete with *endurance* can stand long workouts. A *durable* fabric is sturdy and strong. Those who *endure* survive hardship.

Literary Element

4

Plot They are staking claims unfairly after others have done the hard work.

ENGLISH LEARNERS To help students understand “claim jumping,” ask a student to come forward and turn his or her back to the class. Have another student sneak into the vacated desk.

The King of Mazy May 55

Approaching Level

DIFFERENTIATED INSTRUCTION



Emerging The story begins with a rich description of Walt, where he lives, and how he lives. Ask students to sketch a picture of Walt in his daily life. Have students compare and contrast their drawings with those of their classmates. Which details seemed important to different people? Which details seemed important to everyone?

Established Encourage students to find the places mentioned in the story on a map. Discuss the source of many of the place names—Native American languages. Ask students to think about other place names that derive from Native American languages (*Chicago*, *Tuskegee*, *Ohio*). Remind them that place names are often a clue to an area’s history.

Teach

Reading Strategy

1

Visualize Students may say they imagine the face of a startled man as ice suddenly breaks beneath him, plunging his feet into freezing water. No one is around to help him.

Literary Element

2

Plot The claim-jumpers may be able to register Loren Hall's claim before he can. Loren is old, and his weakened state will slow him down.

quite a number of the earnest, **industrious** prospectors⁵ had suffered similar losses.

But Walt Masters's father had recorded his claim at the start, so Walt had nothing to fear, now that his father had gone on a short trip up the White River prospecting for quartz. Walt was well able to stay by himself in the cabin, cook his three meals a day, and look after things. Not only did he look after his father's claim, but he had agreed to keep an eye on the **adjoining** one of Loren Hall, who had started for Dawson to record it.

1

Loren Hall was an old man, and he had no dogs, so he had to travel very slowly. After he had been gone some time, word came up the river that he had broken through the ice at Rosebud Creek, and frozen his feet so badly that he would not be able to travel for a couple of weeks. Then Walt Masters received the news that old Loren was nearly all right again, and about to move on afoot for Dawson, as fast as a weakened man could.

2

Walt was worried, however; the claim was liable to be jumped at any moment because of this delay, and a fresh stampede⁶ had started in on the Mazy May. He did not like the looks of the newcomers, and one day, when five of them came by with crack⁷ dog-teams and the lightest of camping outfits, he could see that they were prepared to make speed, and resolved to keep an eye on them. So he locked up the cabin and followed them, being at the same time careful to remain hidden.

He had not watched them long before he was sure that they were professional stampeders, bent⁸ on jumping all the claims in sight. Walt crept along the snow at the rim of the creek and saw them change many stakes, destroy old ones, and set up new ones.

⁵ **Prospectors** are people who explore an area for mineral or oil deposits.

⁶ Usually a **stampede** is a sudden rush of animals. In this story, the word refers to the rush of people searching for gold in the Klondike.

⁷ Here, **crack** means "excellent, first-rate."

⁸ Here, **bent** means "determined" or "intending."

Vocabulary

industrious (in dus' trē əs) *adj.* hardworking

adjoining (ə joi' ning) *adj.* located next to; adjacent

Visualize What do you see in your mind when you imagine Loren Hall's accident?

Plot What is the new complication to the plot?

56 UNIT 1 What Makes a Hero?

Writing Practice

Character Analysis Remind students that London says of Walt, "... although he does not know a great deal that most boys know, [he] knows much that other boys do not know." Ask students to write a character analysis of Walt in which they discuss what Walt does and does not know. Ask students to consider how Walt's knowledge shapes his character and what qualities he possesses that make him a hero.

Teach

Literary Element

3

Plot Walt might feel more urgency to stop them, because they are so close to his own cabin.

APPROACHING **Ask:** What do the strangers want? (to steal land and gold) What do you already know about the claims near Walt's cabin? (Hall's claim is unregistered, so it is vulnerable to claim jumpers.)

Vocabulary

4

Multiple-Meaning Words Students may be more familiar with *mint* as a flavor or a plant. Explain that the word also refers to a place that manufactures coins and paper money. The two meanings have different roots.

In the afternoon, with Walt always trailing on their heels, they came back down the creek, unharnessed their dogs, and went into camp within two claims of his cabin. When he saw them make preparations to cook, he hurried home to get something to eat himself, and then hurried back. He crept so close that he could hear them talking quite plainly, and by pushing the underbrush aside he could catch occasional glimpses of them. They had finished eating and were smoking around the fire.

"The creek is all right, boys," a large, black-bearded man, evidently the leader said, "and I think the best thing we can do is to pull out tonight. The dogs can follow the trail; besides, it's going to be moonlight. What say you?"

"But it's going to be beastly cold," objected one of the party. "It's forty below zero now."

"An'sure, can't ye keep warm by jumpin' off the sleds an' runnin' after the dogs?" cried an Irishman. "An' who wouldn't? The creek as rich as a United States mint! Faith, it's an ilegant chanst⁹ to be gettin' a run fer yer money! An' if ye don't run, it's mebbe you'll not get the money at all, at all."

"That's it," said the leader. "If we can get to Dawson and record, we're rich men; and there is no telling who's been sneaking along in our tracks, watching us, and perhaps now off to give the alarm. The thing for us to do is to rest the dogs a bit, and then hit the trail as hard as we can. What do you say?"

Evidently the men had agreed with their leader, for Walt Masters could hear nothing but the rattle of the tin dishes which were being washed. Peering out cautiously, he could see the leader studying a piece of paper. Walt knew what it was at a glance—a list of all the unrecorded claims on Mazy May. Any man could get these lists by applying to the gold commissioner at Dawson.

⁹ **Ilegant chanst** is the character's way of saying "elegant chance," meaning "excellent opportunity."

Vocabulary

evidently (ev' ə dənt lē) *adv.* clearly, apparently, obviously

3 Plot How might this fact change the plot?

4

Visualize To which sense does this image appeal?

The King of Mazy May 57

Approaching Level

DIFFERENTIATED INSTRUCTION

Emerging Students who have difficulty engaging with the plot may miss out on the suspenseful action sequence. Help students predict the coming action. Have students list the things they know so far.

- Walt is home alone.
- Walt's neighbor Loren Hall has left his home to register his claim.
- The land is rumored to be full of gold.

- Claim-jumpers have been stealing people's land.

Ask: Considering what you know, what do you think the newcomers will do? What do you think Walt will do? (Students should predict that the newcomers will try to steal Loren Hall's land, that Walt will try to do something about it, and that they will inevitably clash.)

UNIT ONE

Teach

Literary History

Setting The setting of many of Jack London's writings is the unforgiving, hardscrabble world of the Klondike. Students who are interested in London's wilderness adventures may also enjoy *The Call of the Wild* or *White Fang*, as well as the short story "To Build a Fire."

View the Art

The men are probably weighing nuggets of gold. The measurement is very important because it determines how much the gold is worth.

"Thirty-two," the leader said, lifting his face to the men.

"Thirty-two isn't recorded, and this is thirty-three. Come on; let's take a look at it. I saw somebody had been working on it when we came up this morning."

Three of the men went with him, leaving one man to remain in camp. Walt crept carefully after them till they came to Loren Hall's shaft. One of the men went down and built a fire on the bottom to thaw out the frozen gravel, while the others built another fire on the dump and melted water in a couple of gold-pans. This they poured into a piece of canvas stretched between two logs, used by Loren Hall in which to wash his gold.

View the Art What do you think the men are weighing?
How important is the measurement?



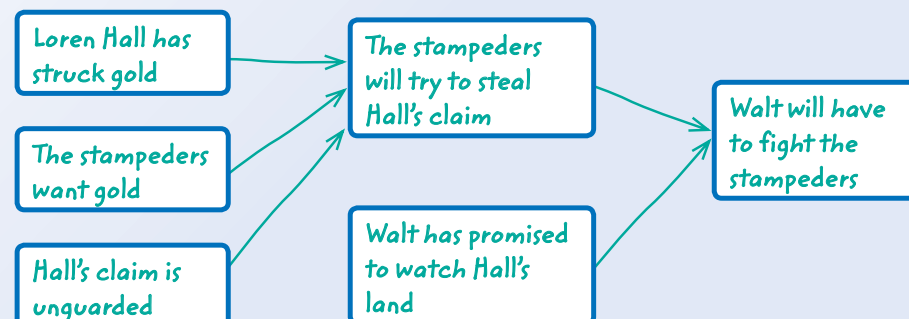
Miners in Dawson City Bank, 1898. S. Begg. Hand-colored halftone.

58 UNIT 1 What Makes a Hero?

Reading Practice



Cause and Effect To help students understand London's plot, have them track cause and effect in a chain like the one at the right. Brainstorm as a class to develop a list of story events and their causes. Then have students predict what each event may cause in turn.



Teach

Reading Strategy

1

Visualize They are looking at gold flecks that have separated from the black sand in the pan.

BQ BIG Question

Walt has a fine sense of justice. He is protective of those who cannot fend for themselves. He takes his responsibility to look after Hall's claim very seriously.

Literary Element

2

Plot Now the claim-jumpers know about Walt. They will probably do everything they can to stop him.

In a short time a couple of buckets of dirt were sent up by the man in the shaft, and Walt could see the others grouped anxiously about their leader as he proceeded to wash it. When this was finished, they stared at the broad streak of black sand and yellow gold-grains on the bottom of the pan, and one of them called excitedly for the man who had remained in camp to come. Loren Hall had struck it rich, and his claim was not yet recorded. It was plain that they were going to jump it.

Walt lay in the snow, thinking rapidly. He was only a boy, but in the face of the threatened injustice against old lame Loren Hall he felt that he must do something. He waited and watched, with his mind made up, till he saw the men begin to square up new stakes. Then he crawled away till out of hearing, and broke into a run for the camp of the stampedeers. Walt's father had taken their own dogs with him prospecting, and the boy knew how impossible it was for him to undertake the seventy miles to Dawson without the aid of dogs.

Gaining the camp, he picked out, with an experienced eye, the easiest running sled and started to harness up the stampedeers' dogs. There were three teams of six each, and from these he chose ten of the best. Realizing how necessary it was to have a good head-dog, he strove to discover a leader amongst them; but he had little time in which to do it, for he could hear the voices of the returning men. By the time the team was in shape and everything ready, the claim-jumpers came into sight in an open place not more than a hundred yards from the trail, which ran down the bed of the creek. They cried out to him, but he gave no heed, grabbing up one of their fur sleeping-ropes which lay loosely in the snow, and leaping upon the sled.

"Mush! Hi! Mush on!"¹⁰ he cried to the animals, snapping the keen-lashed whip among them.

¹⁰ Dog-sled drivers say "Mush!" to order their dogs to begin pulling or to move faster. Early French fur traders in Canada used the command "Marchons!" (meaning "March! Go!"), but English and American dogsledders mispronounced it, saying "Mush on!"

1 Visualize Can you picture what the claim-jumpers are looking at?

BQ BIG Question

What heroic qualities does Walt have?

2 Plot How does this increase the tension of the plot?

The King of Mazy May 59

English Learners

DIFFERENTIATED INSTRUCTION



Intermediate Passages in dialect may be especially difficult for English learners. Have students in small groups read the stampedeers' dialogue out loud. Point out that in dialect, which is meant to duplicate the sounds of speech, apostrophes often show where a speaker leaves out a sound, as in *gettin'* for *getting*. Encourage students to take their time as they read and to think about the natural rhythms of casual speech.

If students are still confused, have them write out a few lines of dialect, double-spaced. Then have them "translate" it into standard English on the spaces between the lines.

Approaching Level

DIFFERENTIATED INSTRUCTION



Emerging Have students act out the scene in which Walt spies on the claim jumpers. Place chairs in a circle to create a campsite. Have students improvise dialogue to reflect the claim jumpers' plans. Have one student, as Walt, creep up and eavesdrop on the dialogue.

Teach

Literary Element

1

Plot They are serious about stopping Walt, even if it means harming him.

The dogs sprang against the yoke-straps,¹¹ and the sled jerked under way so suddenly as to almost throw him off. Then it curved into the creek, poising perilously¹² on one runner. He was almost breathless with suspense, when it finally righted with a bound and sprang ahead again. The creek bank was high and he could not see, although he could hear the cries of the men and knew they were running to cut him off. He did not dare to think what would happen if they caught him; he only clung to the sled, his heart beating wildly, and watched the snow-rim of the bank above him.

1 Suddenly, over this snow-rim came the flying body of the Irishman, who had leaped straight for the sled in a desperate attempt to capture it; but he was an instant too late. Striking on the very rear of it, he was thrown from his feet, backward, into the snow. Yet, with the quickness of a cat, he had clutched the end of the sled with one hand, turned over, and was dragging behind on his breast, swearing at the boy and threatening all kinds of terrible things if he did not stop the dogs; but Walt cracked him sharply across the knuckles with the butt of the dog-whip till he let go.

It was eight miles from Walt's claim to the Yukon—eight very crooked miles, for the creek wound back and forth like a snake, "tying knots in itself," as George Lukens said. And because it was so crooked, the dogs could not get up their best speed, while the sled ground heavily on its side against the curves, now to the right, now to the left.

Travelers who had come up and down the Mazy May on foot, with packs on their backs, had declined to go around all the bends, and instead had made short cuts across the narrow necks of creek bottom. Two of his pursuers had gone back to harness the remaining dogs, but the others took advantage of these short cuts, running on foot, and before he knew it they had almost overtaken him.

"Halt!" they cried after him. "Stop, or we'll shoot!"

¹¹ **Yoke-straps** are part of the dog's harness.

¹² **Perilously** means "dangerously; at risk of injury."

Plot What does this tell you about the claim-jumpers and their determination?

60 UNIT 1 What Makes a Hero?

Writing Practice

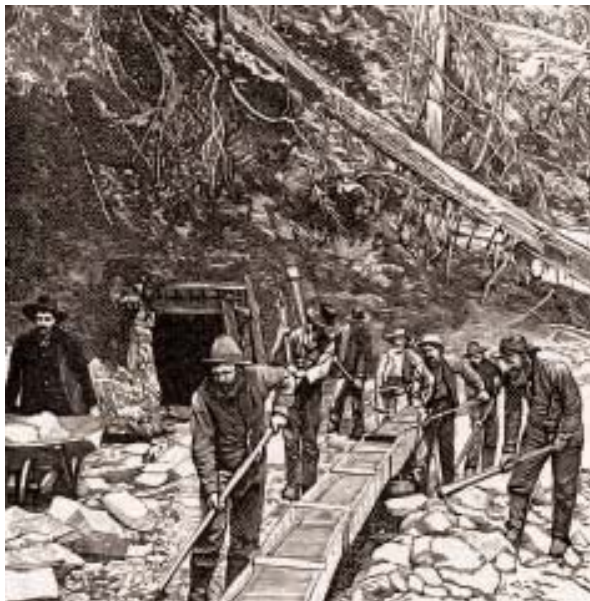
Verbs and Action Have students notice the precise verbs in London's description of the chase:

- leaping
- snapping
- clung
- sprang
- clutched

- dragging
- swearing
- cracked
- ground

Have students think of a time when they were chasing something or somebody or running as fast as they could (perhaps in a playground game, perhaps because they were late for

some important event). Have them write a one- or two-paragraph description of what happened. Remind them to use precise, vivid verbs. Challenge them to use a different verb in each sentence.



Klondike Gold Rush, 1904. Artist Unknown.

But Walt only yelled the harder at the dogs, and dashed round the bend with a couple of revolver bullets singing after him. At the next bend they had drawn up closer still, and the bullets struck uncomfortably near to him; but at this point the Mazy May straightened out and ran for half a mile as the crow flies. Here the dogs stretched out in their long wolf-swing, and the stampedeers, quickly winded, slowed down and waited for their own sled to come up.

Looking over his shoulder, Walt reasoned that they had not given up the chase for good, and that they would soon be after him again. So he wrapped the fur robe about him to shut out the stinging air, and lay flat on the empty sled, encouraging the dogs, as he well knew how.

At last, twisting abruptly between two river islands, he came upon the mighty Yukon sweeping grandly to the north. He could not see from bank to bank, and in the quick-falling twilight it loomed¹³ a great white sea of frozen stillness. There was not a sound, save the breathing

¹³ Something that **loomed** came into view in a way that seemed large and threatening.

BQ BIG Question

What does Walt's reasoning reveal about him?

2

Visualize What image helps you picture the Yukon?

The King of Mazy May 61

UNIT ONE

Teach

BQ BIG Question

Walt thinks ahead. He doesn't want to be caught off guard.

Reading Strategy

2

Visualize Students will probably say the image of "a great white sea of frozen stillness."

Approaching Level

DIFFERENTIATED INSTRUCTION

Established Discuss the risks that Walt is taking to protect Loren Hall and his land. Discuss his motivation: Is Walt more interested in helping Loren or in defeating the stampedeers? Ask students to recall other heroes who sacrificed their lives for a cause.

Ask students whether there are causes for which they would be willing to sacrifice everything. **Ask:** Will Walt be a hero only if he succeeds, or is he a hero just for trying?

Advanced Learners

DIFFERENTIATED INSTRUCTION

Discuss similarities and differences between Walt and heroes students have read about. Which heroes were their favorites? Why? Ask students to discuss what they can learn from different types of heroes, male and female. Have them create a hero who has the characteristics they most admire.

Teach

Reading Strategy

1

Visualize Possible answer: The words *glassy* and *glare* give me the idea that the trail was so icy that it looked like a mirror.

Literary Element

2

Plot The extreme cold of the Yukon is a conflict, or opposing force, that is as important as the claim jumpers to the plot.

View the Art

Students may say that, like the stampedeers, the men in the painting are not packed for a long camping trip. They look to be traveling light to increase their speed.

of the dogs, and the churn of the steel-shod sled.

1

No snow had fallen for several weeks, and the traffic had packed the main-river trail till it was hard and glassy as glare ice. Over this the sled flew along, and the dogs kept the trail fairly well, although Walt quickly discovered that he had made a mistake in choosing the leader. As they were driven in single file, without reins, he had to guide them by his voice, and it was evident the head-dog had never learned the meaning of “gee” and “haw.”¹⁴ He hugged the inside of the curves too closely, often forcing his comrades behind him into the soft snow, while several times he thus capsized the sled.

2

There was no wind, but the speed at which he traveled created a bitter blast, and with the thermometer down to forty below, this bit through fur and flesh to the very bones. Aware that if he remained constantly upon the sled he would freeze to death, and knowing the practice of Arctic travelers, Walt shortened up one of the lashing-thongs, and whenever he felt chilled, seized hold of it, jumped off, and ran behind till warmth was restored. Then he would

Visualize What helps you picture the trail?

Plot How important is the environment to the plot?



On the Klondike, 1890s. Edward Roper.

View the Art Compare the men in this painting with the stampedeers.

¹⁴ These are commands used to direct the dogs. *Gee* means “to the right” and *haw* means “to the left.”

62 UNIT 1 What Makes a Hero?

Literary Element Practice



Setting Remind students that **setting** is the time and the place in which a story takes place. **Ask:** What is the setting of “The King of Mazy May”? (It takes place in Canada’s Klondike in the 1890s.) **How important is the setting to the plot? How does it influence the way the characters behave? How does it add to the main conflict, or problem?** (Students should

recognize that the setting is quite important to the plot in that it supplies the gold—the thing everyone wants—and the cold and the snow through which the characters must travel by dogsled, always in danger of freezing to death.)

Teach

Literary Element

3

Plot Walt knows he must hurry, but he knows exactly where the men are.

Reading Strategy

4

Visualize London describes them this way to show how far away they are and that they are dwarfed by the vastness of the landscape.

climb on and rest till the process had to be repeated.

Looking back he could see the sled of his pursuers, drawn by eight dogs, rising and falling over the ice hummocks¹⁵ like a boat in a seaway. The Irishman and the black-bearded leader were with it, taking turns in running and riding.

Night fell, and in the blackness of the first hour or so, Walt toiled desperately with his dogs. On account of the poor lead-dog, they were constantly **floundering** off the beaten track into the soft snow, and the sled was as often riding on its side or top as it was in the proper way. This work and strain tried his strength sorely. Had he not been in such haste he could have avoided much of it, but he feared the stampeders would creep up in the darkness and overtake him. However, he could hear them occasionally yelling to their dogs, and knew from the sounds that they were coming up very slowly.

When the moon rose he was off Sixty Mile, and Dawson was only fifty miles away. He was almost exhausted, and breathed a sigh of relief as he climbed on the sled again. Looking back, he saw his enemies had crawled up within four hundred yards. At this space they remained, a black speck of motion on the white river-breast. Strive as they would, they could not shorten this distance, and strive as he would he could not increase it.

He had now discovered the proper lead-dog, and he knew he could easily run away from them if he could only change the bad leader for the good one. But this was impossible, for a moment's delay, at the speed they were running, would bring the men behind upon him.

When he got off the mouth of Rosebud Creek, just as he was topping a rise, the ping of a bullet on the ice beside him, and the report¹⁶ of a gun, told him that they were this time shooting at him with a rifle. And from then on, as he

¹⁵ **Hummocks** are ridges or hills on ice.

¹⁶ A gun's **report** is the sound it makes when fired.

Vocabulary

floundering (floun' der ing) *v.* to move with stumbling motions; struggle awkwardly or clumsily

3

Plot What effect might this have on Walt?

4

Visualize Why does London describe the men as "a black speck of motion"?

The King of Mazy May 63

English Learners

DIFFERENTIATED INSTRUCTION



Intermediate Write a few of the following words and phrases on the board:

- like a flash
- glanced back
- dashed
- turned fiercely

Ask students to find these words in the text, along with other words and phrases that build suspense. **Ask:** **Why do these words**

and phrases raise the tension in this story? (They emphasize how quickly everything is happening and how every action of Walt's could save him or doom him.) **Why do you think we enjoy suspense?**

UNIT ONE

Teach

Literary Element

1

Plot They miss Walt because the sleds are moving and bouncing; it is night, and the shots have to travel a great distance.

APPROACHING Ask students whether they have seen an action movie in which the hero magically avoids getting shot. Do they think Walt's escape is believable? Why?



Klondike Gold Rush, 1898. Edward Roper.

cleared the summit of each ice-jam, he stretched flat on the leaping sled till the rifle-shot from the rear warned him that he was safe till the next ice-jam.

Now it is very hard to lie on a moving sled, jumping and plunging and yawing¹⁷ like a boat before the wind, and to shoot through the deceiving moonlight at an object four hundred yards away on another moving sled performing equally wild antics.¹⁸ So it is not to be wondered at that the black-bearded leader did not hit him.

After several hours of this, during which, perhaps, a score¹⁹ of bullets had struck about him, their ammunition began to give out and their fire slackened. They took greater care, and only whipped a shot at him at the most favorable opportunities. He was also beginning to leave them behind, the distance slowly increasing to six hundred yards.

Lifting clear on the crest of a great jam off Indian River, Walt Masters met his first accident. A bullet sang past his ears, and struck the bad lead-dog.

The poor brute plunged in a heap, with the rest of the team on top of him.

¹⁷ When a sled is **yawing**, it is turning accidentally from a straight course.

¹⁸ **Antics** are odd, silly, or comical actions.

¹⁹ A **score** is twenty.

Plot Why do the shots miss Walt?

Reading Practice



Monitor Comprehension

Remind students that monitoring comprehension means checking periodically to make sure that they understand what they are reading. Encourage students to pause and write down questions they have about the climax of the chase. Remind students that rereading and summarizing are not only good ways to check that they have understood everything but also good ways to find out what they do not know.

Teach

Reading Strategy

2

Visualize Students may say it helps them visualize the great speed at which Walt is traveling and to imagine the high-pitched sound of the runners as they travel over the ice.

Literary Element

3

Plot It is falling action now, whereas it was rising action before. No one is chasing Walt anymore.

BQ BIG Question

Because Walt is brave and a good person who stands up for his neighbor against stronger opponents, he wins the respect of the men.



To check students' understanding of the selection, see Unit 1 Teaching Resources, pp. 81–82.

Like a flash, Walt was by the leader. Cutting the traces with his hunting knife, he dragged the dying animal to one side and straightened out the team.

He glanced back. The other sled was coming up like an express-train. With half the dogs still over their traces, he cried, "Mush on!" and leaped upon the sled just as the pursuing team dashed abreast of him.

The Irishman was just preparing to spring for him,—they were so sure they had him that they did not shoot,—when Walt turned fiercely upon them with his whip.

He struck at their faces, and men must save their faces with their hands. So there was no shooting just then. Before they could recover from the hot rain of blows, Walt reached out from his sled, catching their wheel-dog²⁰ by the fore legs in mid-spring, and throwing him heavily. This brought the whole team into a snarl, capsizing the sled and tangling his enemies up beautifully.

Away Walt flew, the runners of his sled fairly screaming as they bounded over the frozen surface. And what had seemed an accident proved to be a blessing in disguise. The proper lead-dog was now to the fore, and he stretched low to the trail and whined with joy as he jerked his comrades along.

By the time he reached Ainslie's Creek, seventeen miles from Dawson, Walt had left his pursuers, a tiny speck, far behind. At Monte Cristo Island he could no longer see them. And at Swede Creek, just as daylight was silvering the pines, he ran plump into the camp of old Loren Hall.

Almost as quick as it takes to tell it, Loren had his sleeping furs rolled up, and had joined Walt on the sled. They permitted the dogs to travel more slowly, as there was no sign of the chase in the rear, and just as they pulled up at the gold commissioner's office in Dawson, Walt, who had kept his eyes open to the last, fell asleep.

And because of what Walt Masters did on this night, the men of the Yukon have become very proud of him, and always speak of him now as the King of Mazy May. 🐾

²⁰ The **wheel-dog** is the dog nearest the front end of the sled. Dogsledders borrowed the term from horse teams, in which the wheel horse is the horse nearest the front wheels of a wagon or carriage.

2

Visualize What picture do the words "runners of his sled fairly screaming" help you create in your mind?

3

Plot How would you characterize the action at this point compared to what has come before?

BQ BIG Question

How has Walt, a young boy, become a hero to the men who live on the Mazy May?

English Learners

DIFFERENTIATED INSTRUCTION



Beginning To help students build **reading fluency** and to learn vocabulary, assign them to groups of four for echo reading. Have two students read the vocabulary word, say its definition, and then find and read the sentence in which it appears in the story. Then have the second pair of students echo the exercise. After the exercise, have students write definitions for the vocabulary words in their own words.

After You Read

Assess

For additional assessment, see Assessment Resources, pp. 39–40.

Respond and Think Critically

Possible answers:

1. The five stampedeers are trying to jump claims that belong to others, so they can come back and pan for the gold themselves.
2. Walt takes the claim-jumpers' dogsled and races seventy miles to Dawson to file his neighbor's claim ahead of the claim jumpers.
3. Walt's father knows that Walt has survival skills and is very responsible.
4. Walt feels justified. Most students will probably agree, because the men were trying to steal claims.
5. Walt takes great risks in fighting for what he believes in—that is, living actively, rather than existing.
6. Students may say that Walt deserves respect. His bravery, fairness, sense of justice, and concern for others make him a hero. He risks his life to help Loren Hall keep his claim. Some students may say Walt is heroic; others, that he is foolish to risk his life.

Daily Life and Culture

1. Possible response: The stampedeers took advantage of the lack of law and order in the Klondike to steal from miners. They were not justified in stealing the claims of others, because people like Loren Hall had worked hard to stake and mine their claims.
2. Most students will probably say that London's story with its descriptions of the Klondike's

After You Read

Respond and Think Critically

1. What are the five stampedeers trying to do? [Recall]
2. Briefly state how Walt protects his neighbor's claim. [Summarize]
3. Walt's father asked him to keep an eye on his neighbor's claim. Why do you think his father trusted him with this task? [Interpret]
4. Does Walt feel justified in taking the sled and the dogs and using violence? Do you think his actions are justified? Explain. [Analyze]
5. Jack London once declared, "The proper function of man is to live, not exist." Explain how Walt carries out the author's idea before he even becomes a man. [Conclude]
6. **BQ** **BIG Question** Think about the word *king* and why Walt is eventually called "the King of Mazy May." What qualities make him heroic to the people who live on the Mazy May? Do you think Walt is heroic? Support your answer with evidence from the story. [Evaluate]

TIP

Concluding

Remember, when you conclude, you form ideas about what you are reading. You make a decision about what you're reading.

- Think about the difference in meaning between the terms *to live* and *to exist*.
- Compare Walt's actions with London's statement.
- Think about how Walt's actions might be different if he had only been "existing."

FOLDABLES Study Organizer

Keep track of your ideas about the **BIG Question** in your unit Foldable.

Daily Life and Culture

Gold Rushes in the Nineteenth Century

In the late nineteenth century, gold attracted people to far-off places. Prospectors gathered in camps that quickly turned into boomtowns. These towns grew so quickly that they didn't have many laws or rules. Life there could be violent. Some greedy people would stop at nothing to get gold.

Some boomtowns gradually turned into cities. But many others became ghost towns—settlements where the buildings stand empty and no people remain. Gold often turned out to be scarce after the first discovery. Prospectors simply drifted away from boomtowns after seeing their dreams of wealth disappear.

When gold was discovered in the Klondike, about 100,000 people headed north, hoping to strike it rich. Several "panics" had shaken the U.S. economy. Many people were desperate for money. But by 1904 most of the surface gold had been mined and the gold boom had ended.

Group Activity

1. How does the lack of order in boomtowns help you understand the actions of the stampedeers? Do you think their actions were justified? Why or why not?
2. Which source gives you a better understanding of the hardships miners in the Klondike had to endure: this passage or Jack London's story? Explain your answer.

weather, lack of communication, and vastness gives them a better understanding of the miners' hardships.

Literary Element Plot

Test Skills Practice

- Which sentence gives the best description of how Walt deals with difficult situations?
 - He gets discouraged and gives up easily.
 - He gets angry and resentful.
 - He relies on courage and determination.
 - He relies on others for help.

Review: Setting

As you learned on page 29, **setting** is the time and place in which the events of a story occur. Writers show the setting through concrete and sensory details. Setting often affects plot and characters. For example, many of Walt's actions are possible and make sense because the story takes place during the Klondike Gold Rush in the late 1800s.

Test Skills Practice

- Which word best describes the setting of this story?
 - familiar
 - mythical
 - comfortable
 - hostile

Reading Strategy Visualize

- Draw a picture of one of the scenes in the story. Do any parts of it look like your classmates' pictures?
- Look back at the chart of details you kept as you read the story. Which details most helped you visualize the setting, characters, and events? Why?

Vocabulary Practice

Match each boldface vocabulary word with a word from the right column that has the same meaning. Two of the words in the right column will not have matches. Then use each vocabulary word in a sentence or draw or find a picture that represents the word.

- | | |
|-----------------------|----------------|
| 1. endured | a. hardworking |
| 2. industrious | b. distant |
| 3. adjoining | c. obviously |
| 4. evidently | d. next door |
| 5. floundering | e. tough |
| | f. survived |
| | g. stumbling |

Example: endured

Sentence: The mountain climber endured freezing cold and bitter wind in order to reach the top.

Academic Vocabulary

Walt shows that he is as **reliable** as an adult. In the preceding sentence, *reliable* means "dependable and responsible." Think about someone you know who is reliable. What makes this person reliable? How do the person's actions reflect this trait?



Literature Online

Selection Resources For Selection Quizzes, eFlashcards, and Reading-Writing Connection activities, go to glencoe.com and enter QuickPass code GL19756u1.

After You Read

Vocabulary Practice

- | | |
|------|------|
| 1. f | 4. c |
| 2. a | 5. g |
| 3. d | |

Sample sentences:

- Settlers endured uncomfortable travel in covered wagons.
- The manager needs industrious people to work this summer.
- From the adjoining room, we heard cheers.
- Evidently the runner is fast; she won the race.
- During the speech, I was floundering for the right word.

Academic Vocabulary

Students may say that their parents are reliable because they provide them with food, shelter, and clothing.

Literary Element

Possible answers:

- C. He relies on courage and determination.
- D. The setting is hostile.

Reading Strategy

- Students should compare pictures to find similarities.
- Setting—"thousands of square miles of frozen wilderness"

Characters—"Walt Masters is not a very large boy, but there is manliness in his make up"

Events—"as he cleared the summit of each ice-jam, he stretched flat on the leaping sled"

Progress Check

Can students comprehend vocabulary?

If...fewer than 2 answers are correct

Then... Glencoe Interactive Vocabulary CD-ROM.

After You Read

Assess

Respond Through Writing

Summary

Students' summaries should

- include only the most important information
- relate the main events according to the sequence of events in the plot
- be several paragraphs long
- be written in the present tense

Grammar Tip

Answers may include sentences that contain verbs in the present tense such as *Walt Masters is not a very large boy, but there is manliness in his make-up, and he himself, although he does not know a great deal that most boys know, knows much that other boys do not know.*

For grammar practice, see Unit 1 Teaching Resources, p. 80.

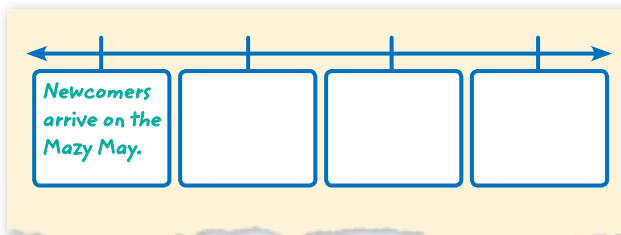
Respond Through Writing

Summary

Report Story Events In "The King of Mazy May," Walt goes on a terrifying journey to help his neighbor. In a few paragraphs, write a report that tells about the main events. Include Loren Hall's situation, the problems Walt faces along the way, the actions Walt takes, and the outcome.

Understand the Task A **report** is one way to communicate knowledge. You will want to **summarize**, or only retell the main events of the story, in your report. Write your report using the literary present tense.

Prewrite Start by identifying the story's main events. Arrange them in order on a time line like the one below.



Draft Make a plan before you write. How will you divide your report into paragraphs? If you write three paragraphs, you might want to devote one paragraph to the events in the beginning of the story, one to the middle, and one to the end. After you figure out your plan, show your paragraph divisions on your time line.

Revise After you have written your first draft, read it to make sure you have included all the important events. Did you begin with a clear thesis statement or purpose? Are events in the correct order? Did you leave out any key information? Are any parts unclear? Could someone who has not read the story understand your report? Did you summarize in the present tense? Revise your text as necessary.

Edit and Proofread Proofread your paper, correcting any errors in spelling, grammar, and punctuation. Review the Grammar Tip in the side column for information on using the literary present tense.

Learning Objectives

For page 68

In this assignment, you will focus on the following objectives:

Writing: Summarizing and reporting story events.

Grammar: Understanding correct use of the literary present tense.

Grammar Tip

Verb Tense

Verb tense shows the time at which the action takes place. Remember that switching from one verb tense to another can be confusing for the reader. When you summarize fictional story events, use the **literary present tense**. This means you write as if the events are happening now. For example, you might begin a summary like the following:

At the beginning of "The King of Mazy May," Walt spies on five newcomers, suspecting they are professional stampedeers. Look through the story to find other examples of story events that you would summarize using the literary present tense.

Study Skills Practice

Internet Research Students may be interested in learning more about Jack London, the Klondike gold rush, or dog sledding. Guide students to conduct an Internet search to find out more. Explain that there are several keys to a successful search:

- Use quotation marks around a phrase to have the results include that whole phrase. To learn about *White Fang*, type "*White Fang*." Typing *White Fang* will provide many

results (also called "hits") that use only the word *white* or *fang*, but not necessarily both.

- Make the search as specific as possible. For example, students will be more likely to learn about Jack London's novels if they search for "*Jack London*" novels than just for *Jack London*. And a search for just *London* would return many useless references to London, England.

Have students create a list of search words and then think of ways to make each word or phrase more specific.



from

Yukon Gold

The Story of the Klondike Gold Rush

Charlotte Foltz Jones

Colorado Book Awards, 2000

Learning Objectives

For pages 69–72

In studying this text, you will focus on the following objective:

Reading: Analyzing text structure.

Set a Purpose for Reading

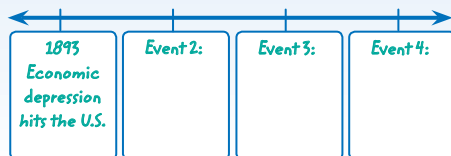
Read to learn what effect the discovery of gold had on people during the Klondike Gold Rush.

Build Background

During a depression in 1893, thousands of people in the United States were without jobs or money. Dreams of finding gold lured people to the Yukon. Most of them knew nothing about the risks.

Reading Skill Analyze Text Structure

Text structure includes the order in which an author presents ideas. An author may tell a story in chronological order, or the order in which events happen. As you read from *Yukon Gold: The Story of the Klondike Gold Rush*, use a time line like the one below to show events in the order in which they occur.



AMERICA NEEDED A MIRACLE

Gold!

The word is electrifying. Even in a world where most of us see gold only in jewelry or as a decoration on our mother's dishes, *gold* still stirs excitement and visions of great wealth.

But a century ago, gold was magical. It could turn a poor person into a millionaire, and there were many poor people.

The economy of the United States fell into a depression in 1893. In this "Panic of 1893," 156 railroads claimed bankruptcy, 15,000 businesses failed, and 642 banks closed, wiping out the savings of thousands of people. One quarter of the country's industries stopped production. Four million people out of a population of 65 million could not get jobs.

from *Yukon Gold* PERSPECTIVE 69



Focus

Summary

An economic depression in 1893 put millions of people out of work. In their desperation, thousands joined the gold rush to the Klondike, hoping to get rich quick. Not only were food and supplies scarce there, but the weather was brutal. Many of the adventurers were not fit for hard work and knew little about surviving outdoors. For nearly all who set out, dreams of easy riches led only to new difficulties.



For summaries in languages other than English, see Unit 1 Teaching Resources, pp. 83–88.

Teach

Teaching Note

African American Vernacular English

Point out that 's is added to a noun to show that the noun possesses the person, place, or thing that follows it. For example, in the third paragraph on this page the phrase "the country's industries" means "industries that belonged to this country." If the phrase were "the country industries," the meaning would be "industries not in cities." Encourage students to use this construction to show possession in their own writing.

English Learners

DIFFERENTIATED INSTRUCTION



Beginning Have students think about the words or images they associate with gold. Ask students to make a list of the words and compare it with a partner's list. Then have each pair discuss the ways in which their ideas about gold are the same or different from the author's description.

Intermediate English learners may need help understanding the description of what happened during the 1893 depression because words such as *bankruptcy*, *industries*, *production*, and *population* are likely to be unfamiliar. Ask students to read the description and make a list of unfamiliar words. Then have them look up each word in a dictionary.

Readability Scores

Dale-Chall: 6.3

DRP: 57

Lexile: 850

Teach

BQ BIG Question

Ask: Why might people with no other source of income be considered heroic for seeking their fortune in the Klondike? Would you consider them heroic? (Students may say that people who lack basic necessities, such as food and shelter for themselves and their families, were brave to risk traveling to the Klondike and searching for gold there.)

Reading Strategy 1

Analyze Text Structure Say: Put the following events in chronological order:

1. People become restless.
2. People go to the Klondike.
3. People cannot find jobs.

(People cannot find jobs; people become restless; people go to the Klondike.) Ask: Why might people who are unable to find work feel restless? (Possible answer: They might be anxious about being without money and anxious to get back to work.)

A man felt lucky if he could get work for a day or two.

Today there are welfare programs for unemployed people, but one hundred years ago there was no help. There were few jobs and thousands of people had no money to buy food or pay the rent. Stores closed because customers could not afford to buy their goods.

People lost hope. Some people starved to death. Many committed suicide. Others went crazy.

With so much hardship, people dreamed of instant wealth and would do anything to get rich in a hurry. The vision of thousands of dollars in gold was captivating.

When people can't find jobs, they get restless. They believe there is opportunity "somewhere else" and all they have to do is get "there." So when stories of gold spread, it was easy for people to catch "gold fever."



The people who joined the rush for gold had been waiting for a miracle. When the steamships *Excelsior* and *Portland* docked in San Francisco and Seattle, it seemed that their miracle had arrived.

GOLD FEVER

For some it was greed. For some it was adventure. For many it was their last hope.

People of all professions had gold fever.

In Seattle there were so many people in the streets that the streetcars couldn't get through. They would not have gotten through anyway: Half of the streetcar motormen had quit their jobs so that they could go to the Klondike.

Catholic nuns went. University football players went. The prizefighter Montana Kid went. So did farmers, clerks, cowboys, bakers, bankers, doctors, seamen, students, preachers, entertainers, lawyers, dentists, businessmen, and members of the Salvation Army.

Twelve of Seattle's police officers resigned within four days. Most of Tacoma's fire department resigned. Stores closed since their clerks had walked out—heading for the goldfields. Jurors in San Francisco threatened to quit if a trial was too long. They, too, wanted to leave for the goldfields!

The day after the *Portland's* arrival, the steamer *Al-ki* left Seattle. It is amazing that it was underway less than twenty-four hours after the gold rush began.

Reading Practice

Connect Explain to students that making connections between literature and real life can give them a better understanding of what they read and makes stories and articles more meaningful. Ask students to think about times in their lives when they have taken risks. Have they ever taken a risk to improve a situation, not knowing whether it would make things better or perhaps make them worse? What was the result of taking this risk? Ask volunteers to

share their experiences with the class. Then have students discuss the risks taken by the stampedeers. Ask: Do you think you would have joined the gold rush if you had been living in the United States in the 1890s? What issues would you consider if you were thinking about making the trip to look for gold?

Research Practice

Have students find out more about the historical context of this article. Ask them to research either the "Panic of 1893" to discover what events led to the depression or the gold rushes that happened earlier in the nineteenth century, before the Klondike gold rush. Have volunteers share their findings with the class.



Teach

Teaching Note

Setting Have students describe the setting of the Klondike. **Ask:** **What features of the setting do you think took the gold rushers by surprise? What kinds of problems did the setting create?** (Possible answers: The lack of food, the cold temperatures, the shallow waters, and the frozen rivers caused hunger, frostbite, and problems with transporting people and goods.)



A prospector pans for gold in Northern California. Hand-tinted photograph, circa 1890.

By July 27, fifteen hundred people had left Seattle for the Klondike. Nine more ships were in the harbor, loaded and ready to sail.

During the middle week of August alone, 2,800 people sailed from Seattle for the Klondike. By the first of September, 9,000 people and 36,000 tons of equipment and supplies had left from Seattle.

Newspapers ran articles of advice, information, and news of good fortune. But there were also warnings coming out of the North. Too many people were pouring in and there would not be enough food during the coming winter.

People in Dawson began to panic. Six steamboats carrying supplies were headed for Dawson, but they got stranded on sandbars when the river

became too shallow to navigate. Captain John J. Healy felt certain *his* ship would arrive with food and supplies. He was partly right. His vessel came into port in Dawson before the freeze-up. But when it was unloaded, it was carrying only whiskey! Someone downriver had decided there was not enough profit in food and sent whiskey instead.

The residents of Dawson were warned they must leave. Many tried to get downriver, but the river froze and trapped the steamers in the ice before they could get to St. Michael. Some residents went through the mountains, but most of them lost fingers and toes to frostbite. Meanwhile, people from all over Canada, the United States, and the world were rushing to get to the Yukon for their share of the gold.

from Yukon Gold PERSPECTIVE 71

View the Art

The gold discovered in Canada's Klondike region in 1896 was found in a tributary of the Klondike River. Nearly all of the gold found in North America was in the form of dust or fine grains, so gold seekers had to sift carefully through sand and rocks in rivers.

Ask: **How does this picture give you a better understanding of what searching for gold was like? What are the men doing?** (Possible answer: The men are using shovels to dig up the river bed, and they are using pans and another tool to sift the diggings to find grains of gold.)

English Learners

DIFFERENTIATED INSTRUCTION



Intermediate Help students understand the idiom "pouring in." **Ask:** **What does the author mean when she says that "people were pouring in"?** Help students use context clues and their knowledge of the verb *pour*, "to send flowing or falling," to see that the idiom means that many people were arriving quickly.

Approaching Level

DIFFERENTIATED INSTRUCTION



Emerging Have small groups compare the time lines on which they are recording the events in the story. Have them fill in any important events they overlooked. Then ask them to share and discuss which events were unexpected. Have each group make a chart listing unexpected events and their causes.



Teach and Assess

Respond and Think Critically

Possible answers:

1. Students' summaries should cover the article's main points: effects of the 1893 depression; kinds of people who joined the gold rush; difficulties encountered in the Klondike.
2. Lists could include nuns, athletes, farmers, clerks, cowboys, bakers, bankers, doctors, seamen, students, preachers, entertainers, lawyers, dentists, businessmen, Salvation Army members, policemen, and firefighters. The idea of striking it rich appeals to everyone.
3. If people had been comfortable at home with enough money to live on, they would not have risked their lives to find gold.
4. Greed motivated the stampedeers at Mazy May more than anything else. In the story they say, "If we can get to Dawson and record, we're rich men..."
5. Time-order words, dates, and months: "1893," "today," "by July 27," "during the middle week of August," "during the winter of 1897–98." These words indicate when and in what order events occurred.
6. It took courage to leave home and travel to a faraway place. On the other hand, it was foolish to go to a strange place unprepared for what lay ahead.

During the winter of 1897–98, a million people made plans to go to the Klondike. Approximately 100,000 stampedeers actually started out. Forty thousand reached the Yukon goldfields by the summer of 1898. The rest either got a short distance and returned home or reached Seattle and discovered they could not afford to outfit themselves and pay for ship passage.

Most of the stampedeers were men, but women also went to the Klondike. Many went with their husbands, but others went for the adventure. Some wives set out while their husbands stayed home. Some women went to support their families. Some caught gold fever and went strictly for the riches. Some went as newspaper reporters.

Most of the people who set out for the Klondike had led sedentary lives and were not in condition for the

difficult trip that lay ahead of them. They were not in physical shape to get a ton of supplies two thousand miles north. They knew little about packing, pack animals, tenting, wilderness survival, enduring arctic weather, building boats, or navigation.

Most hardly knew where the Yukon or the Klondike was.

Some trusted experts to give them advice, but often those "experts" were giving advice strictly for their own profit.

The majority of the men who headed for the Klondike had only a vague idea of the hardships they were about to face. They believed they would pick gold nuggets out of a stream with little effort, and some even took sacks along in which to carry home the gold. Each was convinced he would return a wealthy man. 🍷

Respond and Think Critically

1. Write a brief summary of the main events in this excerpt before you answer the following questions. For help with writing a summary, see page 170. [\[Summarize\]](#)
2. Who left to search for gold in the Klondike? Why do you think so many people in various professions left? [\[Recall and Interpret\]](#)
3. Do you think so many people would have participated in the Klondike Gold Rush if the economy had been better at home? Explain why or why not. [\[Infer\]](#)
4. **Text to Text** The excerpt explains gold fever by saying, "For some it was greed. For some it was adventure. For many it was their last hope." Which reason best reflects the motivation of the stampedeers in "The King of Mazy May"? Explain your answer. [\[Connect\]](#)
5. **Reading Skill** [Analyze Text Structure](#) Find some examples of time-order words, dates, and months in the excerpt. How can these words help you understand the sequence of events?
6. **BQ** [BIG Question](#) Do you think the people who joined the rush for gold had heroic qualities? Why or why not?

72 UNIT 1 What Makes a Hero?

Writing Practice

Worth It or Not? Have students write a paragraph about whether a trip to the Klondike in search of gold was worth the risks. Before they begin, have them list the trip's advantages and disadvantages. They should support their arguments with examples from the text.

Literary Skills Practice



Analyze Tone Remind students that **tone** is an author's attitude toward his or her subject. Have students consider the way Charlotte Foltz Jones describes the Klondike gold rush and think of two adjectives that describe her tone. Have them find a passage in the article that reflects each adjective.

Clever Solutions



'Raleigh unclasped the rich cloak from his shoulders and laid it over the damp earth,' illustration from 'Heroes & Heroines of English History.' Alice S. Hoffman Browne, Gordon Frederick Browne. Color lithograph. Private Collection.

BQ BIG Question What Makes a Hero?

Soldier, explorer, nobleman, and poet—Sir Walter Raleigh was one of the most colorful heroes in English history. The picture shows a famous story in which Sir Walter Raleigh cleverly solves a problem. How does he help Queen Elizabeth walk across a puddle without getting her royal feet wet? What clever solutions to problems have you observed?

Part 2: Clever Solutions

Ask: How might the ability to devise clever solutions to a problem make a person a hero? (That ability would make the person a hero if it were used to solve problems that no one else could solve.)

View the Art

This illustration vividly captures the emotions of the people in the scene.

Ask: How do the expressions on the faces of the people reflect their feelings and their roles? (Raleigh looks humble, the Queen looks arrogant and untrusting, and her men look nervous and amused. This reflects the status of each of them.)

BQ BIG Question

Raleigh covers the puddle with his cloak to protect the queen's feet. Students may mention creative ways to fix a broken appliance, prepare for a test, or settle a dispute.

For additional support for English Learners, see Unit 1 Teaching Resources, p. 93.

English Learners

DIFFERENTIATED INSTRUCTION

Beginning Share an anecdote about a person who has acted in a clever manner. Then ask students to share their own stories about cleverness. After each story, ask students to describe the character's actions with synonyms for *clever*. They may mention *smart*, *brainy*, *quick*, *sharp*, and *bright*. Write the words on the board and have students record them in their notebooks.

Advanced Remind students of the definition of *clever*: "mentally keen or alert, shrewd, or quick-witted." Then have them talk with a partner about clever solutions to the following problems: being locked out of the house, losing important homework, and forgetting a friend's birthday. Ask them to share with the class some solutions that they think are particularly clever.

Before You Read

Focus

Bellringer Options

Selection Focus Transparency 2

Daily Language Practice

Transparency 13

Say: Think about folktales you know well. Which one is your favorite, and who are the story's most memorable characters? What makes them stand out? Explain that the writers of folktales may use characters and themes to tell something about real life.

Vocabulary

Have students pair up to write and perform a skit that shows how to use vocabulary words. Challenge students to use two or more words in each exchange. For example, two partners have a *dispute*, but one *acknowledges* being at fault.

For additional vocabulary practice, see Unit 1 Teaching Resources, p. 102.

For additional context, use Glencoe Interactive Vocabulary CD-ROM.

Before You Read

All Stories Are Anansi's

Connect to the Folktale

Think of a time when you played a trick on someone, or when someone played a trick on you.

Quickwrite Freewrite for a few minutes about the trick. What happened? How did it feel to trick someone or to be tricked?

Build Background

Heroes in myths are often brave and strong and may even have supernatural powers. However, many cultures have folktales about a different kind of hero—a trickster. A trickster may be physically weak, but is able to use humor and cunning to get what he or she wants.

Anansi is a favorite character of many African and Caribbean folktales. He is usually a spider or a spiderlike man. Anansi is a trickster who tries to make everything turn out well—for himself. His tricks are surprising, clever, and fun to read.

Tricksters have common characteristics across cultures:

- The trickster is usually a smaller, weaker character who must use intelligence to outsmart a more powerful opponent.
- Clever tricksters get themselves out of trouble, but in many stories they get right back into it.

Vocabulary

yearned (yurnd) *v.* felt a strong and deep desire (p. 76).

I yearned for a cold drink on a particularly hot summer day.

dispute (dis pūt') *n.* difference of opinion; argument or debate (p. 77). *My sister and I flipped a coin to settle our dispute over which movie to watch.*

accustomed (ə kus' təmd) *adj.* being in the habit or custom (p. 78). *The campers are accustomed to sleeping in tents.*

acknowledge (ak nol' ij) *v.* to recognize the authority, validity, or claims of (p. 79). *Kit and Kim acknowledge that their mother was protecting them when she had them wear helmets to ride their bicycles.*

Meet Harold Courlander



"Folktales have no special meaning for me unless they convey human values."

—Harold Courlander

A World Traveler Like all folktales, this story was passed around by word of mouth long before it was written. This version is a retelling by Harold Courlander. Courlander spent his life collecting folktales, especially from Africa. He was most interested in tales that showed the values of the groups from whom the stories came.

Literary Works Harold Courlander published collections of folktales and also wrote books about the tales he collected and the people who told them. "All Stories Are Anansi's" was published in 1957.

Harold Courlander was born in 1908 and died in 1996.

Literature Online

Author Search For more about Harold Courlander, go to glencoe.com and enter QuickPass code GL19756u1.

74 UNIT 1 What Makes a Hero?

Approaching Level

DIFFERENTIATED INSTRUCTION

Vocabulary Preteaching Write the following sentences on the board:

- I hadn't eaten since breakfast, so I _____ for something to eat by dinner time. (*yearned*)
- The candidates were involved in a heated _____ during the televised debate. (*dispute*)
- She was _____ to drinking her tea with milk each morning. (*accustomed*)

- The students _____ that they must complete the test to pass the class. (*acknowledge*)

Have students copy these sentences onto a sheet of lined paper and choose the vocabulary word that best fits each sentence.

English Learners

DIFFERENTIATED INSTRUCTION

Vocabulary Preteaching Divide the class into small groups. Have volunteers make up and say short sentences in which they use each vocabulary word. Have other students in the group repeat the sentence or discuss its use as needed.

Set Purposes for Reading

BQ BIG Question

As you read, ask yourself, does Anansi have the qualities of a real-life hero? How does he use his brains to outsmart his opponents?

Literary Element Theme

A story's **theme** is the message about life the author wants to share. Many works have a theme that is not stated but is gradually revealed through plot, character, setting, or point of view. Folktales from different cultures often have similar themes, or **universal themes**. To gather clues about the theme, notice the events of the plot and pay attention to what the characters do, say, or learn.

As you read, think about what the theme may be. Ask yourself, what is the author's message about trickery and trickster heroes?

Reading Strategy Make Predictions About Plot

When you **make predictions**, you make educated guesses about story events and outcomes.

Making predictions before and during your reading can increase your understanding of the story. Knowing the structure of a trickster tale can help you make predictions. A trickster tale usually has a weaker character who wants something, uses trickery to get it, and is rewarded or punished for his trickery in the end. As you read, gather new information, determine if your prediction is correct, and adjust it as needed.

To make predictions about plot, pay attention to

- what you already know about trickster tales
- the story's events and what the characters do and say
- how earlier predictions may or may not change

You may find it helpful to use a graphic organizer like the one below.

As you read, complete a similar graphic organizer for each major part in the story—beginning, middle, and right before the end.

What I know...

Anansi is a trickster character.

What I predict...



Learning Objectives

For pages 74–80

In studying this text, you will focus on the following objectives:

Literary Study: Identifying and understanding theme.

Reading: Making predictions about plot.

TRY IT

Make Predictions Make up the first part of a story and ask a partner to predict the outcome. For example, *Roger came in soaking wet, so. . . Last year our soccer team lost every game, so. . . My dad is happy with my report card, so. . .* Then switch roles. Remember that more than one prediction might make sense.

Before You Read

Focus

Summary

"All Stories Are Anansi's" is about the African trickster spider Anansi. Anansi receives all stories from the Sky God after he traps hornets in a calabash, ties up a vain python, and catches a leopard through trickery.

For summaries in languages other than English, see Unit 1 Teaching Resources, pp. 94–99.

Literary Element

Theme Discuss how characters in folktales use cleverness to defeat stronger opponents. Students may tell about a time they used cleverness to get something. Review the question about the author's message. Students should be able to identify the story's theme after observing Anansi's encounters with other characters in the story.

Reading Strategy

Make Predictions About Plot Point out that students make predictions on a daily basis. Display a few books and make a game out of seeing how accurately students can guess what each book might be about.

TRY IT

Roger came in soaking wet, so (we gave him a towel.) Last year our soccer team lost every game, so (we will practice more.) My dad is happy with my report card, so (he took me to a movie.)

All Stories Are Anansi's 75

English Learners

DIFFERENTIATED INSTRUCTION

Partners Intermediate Pair students and then ask them to consider whether there was a time when they, like Anansi, used cleverness to overcome a situation. Perhaps they used cleverness or trickery to win a game or a prize. For example, they may have made a move in a sports or board game that fooled an opponent.

Then again, they may have tricked someone into doing them a favor or giving them something they really wanted. What did they do? What were the results? Have students share their experience with their partner.

Teach

Reading Strategy

1

Make Predictions About Plot

Students may predict an object, an exchange of services, or a task.

Literary History

Origin Tales “All Stories Are Anansi’s” is an African folktale about the origin of the world.

ENGLISH LEARNERS Explain to students that origin tales are folktales that pass along a group’s values and offer explanations for how the world works. **Ask:** What kinds of lessons can we learn from origin tales?

Teaching Note

African American Vernacular English

Tell students that the suffix *-ed* is often used in past-tense statements. Remind students of the importance of pronouncing consonant clusters in verbs such as *belonged*, *yearned*, and *offered*. Instead of saying, “He offer to buy them,” students should say, “He offered to buy them.”

Readability Scores

Dale-Chall: 5.2

DRP: 47

Lexile: 610

All Stories Are Anansi’s

Harold Courlander



Mask (Okorashi Oma), wood & pigment 10 1/2 × 6 3/4 × 4 in. Harn Museum of Art Collection, University of Florida, gift of Rod McGalliard, 1990.13.103.

In the beginning, all tales and stories belonged to Nyame,¹ the Sky God. But Kwaku Anansi, the spider, **yearned** to be the owner of all the stories known in the world, and he went to Nyame and offered to buy them.

The Sky God said: “I am willing to sell the stories, but the price is high. Many people have come to me offering to buy, but the price was too high for them. Rich and powerful families have not been able to pay. Do you think you can do it?”

Anansi replied to the Sky God: “I can do it. What is the price?”

“My price is three things,” the Sky God said. “I must first have Mmoboro, the hornets. I must then have Onini, the great python. I must then have Osebo, the leopard. For these things I will sell you the right to tell all stories.”

Anansi said: “I will bring them.”

He went home and made his plans. He first cut a gourd from a vine and made a small hole in it. He took a large

¹ **Nyame** is pronounced (en yă’ mā).

Vocabulary

yearned (yurnd) v. felt a strong and deep desire

Make Predictions About Plot What could the price be, if not money or influence?

Reading Practice



Preview Familiarize students with the animals in the story: spider, hornet, python, and leopard. Show students pictures of these animals so they can visualize them as they read. Talk with the class about how these animals are alike and how they are different in size, appearance, and temperament. Then

have students create a visual vocabulary dictionary that includes the images and descriptions of the animals discussed. Students can draw images by hand or search for images online or in old magazines.



Predict Explain to students that predicting means using information from their reading to guess what will happen in a story. After students read about Anansi’s encounter with the hornets, have them predict what Anansi will do next. (*Students may say that Anansi will trick the python.*)

calabash and filled it with water. He went to the tree where the hornets lived. He poured some of the water over himself, so that he was dripping. He threw some water over the hornets, so that they too were dripping. Then he put the calabash on his head, as though to protect himself from a storm, and called out to the hornets: "Are you foolish people? Why do you stay in the rain that is falling?"

The hornets answered: "Where shall we go?"

"Go here, in this dry gourd," Anansi told them.

The hornets thanked him and flew into the gourd through the small hole. When the last of them had entered, Anansi plugged the hole with a ball of grass, saying: "Oh, yes, but you are really foolish people!"

He took his gourd full of hornets to Nyame, the Sky God. The Sky God accepted them. He said: "There are two more things."

Anansi returned to the forest and cut a long bamboo pole and some strong vines. Then he walked toward the house of Onini, the python, talking to himself. He said: "My wife is stupid. I say he is longer and stronger. My wife says he is shorter and weaker. I give him more respect. She gives him less respect. Is she right or am I right? I am right, he is longer. I am right, he is stronger."

When Onini, the python, heard Anansi talking to himself, he said: "Why are you arguing this way with yourself?"

The spider replied: "Ah, I have had a **dispute** with my wife. She says you are shorter and weaker than this bamboo pole. I say you are longer and stronger."

Onini said: "It's useless and silly to argue when you can find out the truth. Bring the pole and we will measure."

So Anansi laid the pole on the ground, and the python came and stretched himself out beside it.

"You seem a little short," Anansi said.

The python stretched further.

"A little more," Anansi said.

"I can stretch no more," Onini said.

"When you stretch at one end, you get shorter at the

Visual Vocabulary

A **calabash** (kal'ə bash') is a gourd, or a dried fruit of a tropical plant.



Theme What does Anansi do that makes the hornets seem foolish?

2

3

Make Predictions About Plot How might Anansi use the pole to trick Onini?

Vocabulary

dispute (dis pūt') *n.* difference of opinion; argument or debate

UNIT ONE

Teach

Literary Element

2

Theme He chides them for having allowed him to trick them into the gourd.



For additional literary element practice, see Unit 1 Teaching Resources, p. 100.

Reading Strategy

3

Make Predictions About Plot

Students may predict that Anansi will use the pole and the vines to capture Onini.



For additional reading skill or strategy practice, see Unit 1 Teaching Resources, p. 101.

All Stories Are Anansi's 77

English Learners

DIFFERENTIATED INSTRUCTION



Intermediate After reading the story aloud once, divide the class into groups and assign each group a section of the story. Give each group time to plan a pantomime of its section. Then, have each group act out the action as you read the story aloud a second time. Watching and listening will reinforce the story for students who might have had trouble understanding it the first time.



Intermediate Small groups of students can take turns reading the story aloud. Encourage students to read smoothly, with expression and understanding. As each student takes a turn, the other students can follow along in the book. When the story is finished, ask students to talk about words, sentences, or sections that they especially liked or that they found difficult.

UNIT ONE

Reading Strategy

1

Make Predictions About Plot

Anansi says Osebo is only half-foolish, so there must be more to Anansi's trick. Students may predict that Anansi will strike a bargain with the leopard.

Literary Element

2

Theme Anansi reminds Osebo about how small and weak he is in comparison to him. Osebo is more likely to trust Anansi if he feels that Anansi is afraid of him.

Language History

Borrowed Words Explain to students that English has always been a mix of languages, especially Anglo-Saxon, Latin, and Greek. Modern English continues to change by adding new words from languages around the world. Such words are called borrowed words. The word *safari*, for example, comes from Africa. *Coffee* comes from Arabia, and *ketchup* from China. Tell students that many borrowed words are so familiar that we would never imagine that they came from other languages. **Say:** **With a partner, list as many borrowed food names as you can.**

other end," Anansi said. "Let me tie you at the front so you don't slip."

He tied Onini's head to the pole. Then he went to the other end and tied the tail to the pole. He wrapped the vine all around Onini, until the python couldn't move.

"Onini," Anansi said, "it turns out that my wife was right and I was wrong. You are shorter than the pole and weaker. My opinion wasn't as good as my wife's. But you were even more foolish than I, and you are now my prisoner."

Anansi carried the python to Nyame, the Sky God, who said: "There is one thing more."

Osebo, the leopard, was next. Anansi went into the forest and dug a deep pit where the leopard was **accustomed** to walk. He covered it with small branches and leaves and put dust on it, so that it was impossible to tell where the pit was. Anansi went away and hid. When Osebo came prowling in the black of night, he stepped into the trap Anansi had prepared and fell to the bottom. Anansi heard the sound of the leopard falling, and he said:

1 "Ah, Osebo, you are half-foolish!" When morning came, Anansi went to the pit and saw the leopard there.

"Osebo," he asked, "what are you doing in this hole?"

"I have fallen into a trap," Osebo said. "Help me out."

2 "I would gladly help you," Anansi said. "But I'm sure that if I bring you out, I will have no thanks for it. You will get hungry, and later on you will be wanting to eat me and my children."

"I swear it won't happen!" Osebo said.

"Very well. Since you swear it, I will take you out," Anansi said.

He bent a tall green tree toward the ground, so that its top was over the pit, and he tied it that way. Then he tied a rope to the top of the tree and dropped the other end of it into the pit.

"Tie this to your tail," he said.

Osebo tied the rope to his tail.

Vocabulary

accustomed (ə kus' təmd) *adj.* being in the habit or custom

Make Predictions About Plot

How do you know Anansi is not done with his trick? How might Anansi complete his trick on Osebo?

Theme Why does Anansi tell Osebo this? How will it benefit Anansi?

78 UNIT 1 What Makes a Hero?

Reading Practice

Compare and Contrast Characters Model a comparison of characters by doing a Think Aloud with your students. As you read, comment on the similarities and differences between Anansi and the hornet, the python, and the leopard. Point out significant descriptions, actions, words, and responses to the characters. As you progress in the discussion, shift the responsibility for recognizing character attributes to the students. Ask students to compare the

characters. What do the characters say and do? How do they react to one another? How does the author describe them? Have students make notes on how character attributes affect the plot and the resolution of each conflict. For example, Anansi overcomes his stronger opponents because he is clever.

Teach

Literary Element

3

Theme Anansi uses cleverness to outwit his stronger opponents. **Ask:** What do you think the author values most, strength or intelligence? (intelligence)

BQ BIG Question

He chides the hornets to come out of the rain and into the gourd. He flatters Onini and then ties him to a pole. He kills Osebo after tricking him into tying his own tail to a rope and snapping him out of the hole.

To check students' understanding of the selection, see Unit 1 Teaching Resources, pp. 105–106.

View the Art

Students may say that because a leopard is a powerful animal, it is a good symbol for a powerful king. powerful.

"Is it well tied?" Anansi asked.

"Yes, it is well tied," the leopard said.

"In that case," Anansi said, "you are not merely half-foolish, you are all-foolish."

And he took his knife and cut the other rope, the one that held the tree bowed to the ground. The tree straightened up with a snap, pulling Osebo out of the hole. He hung in the air head downward, twisting and turning. And while he hung this way, Anansi killed him with his weapons.

Then he took the body of the leopard and carried it to Nyame, the Sky God, saying: "Here is the third thing. Now I have paid the price."

Nyame said to him: "Kwaku Anansi, great warriors and chiefs have tried, but they have been unable to do it. You have done it. Therefore, I will give you the stories. From this day onward, all stories belong to you. Whenever a man tells a story, he must **acknowledge** that it is Anansi's tale."

In this way Anansi, the spider, became the owner of all stories that are told. To Anansi all these tales belong. 🕸️

Vocabulary

acknowledge (ak nol' ij) v. to recognize the authority, validity, or claims of

View the Art This stool was intended for a king. Why might a leopard stool be appropriate for a king?

Cameroon beaded stool with leopard design. The Field Museum, Chicago, IL.



3 **Theme** How is Anansi successful when others more powerful have failed?

BQ BIG Question

How does Anansi use clever solutions to outsmart his opponents?

All Stories Are Anansi's 79

Approaching Level

DIFFERENTIATED INSTRUCTION



Emerging Explain to students that visualizing means creating pictures in their minds as they read. This strategy is a powerful aid to understanding. Tell students to imagine the story characters, their actions, and the setting as if the story were a movie inside their minds. In visualizing this selection, have students close their eyes and imagine the main character, Anansi, and the forest

setting. Have students imagine details from the setting, such as the calabash and the bamboo pole and think about how Anansi uses them to his advantage. Lead a discussion about which details from the story help the reader visualize it best.

After You Read

Assess



For additional assessment, see
Assessment Resources, pp. 41–42.

Respond and Think Critically

Possible answers:

1. Anansi claims that he and his wife disagree about who is longer and stronger—the pole or the python. The python agrees to settle their dispute.
2. Anansi has to bring the hornets, the python, and the leopard to the Sky God.
3. The stories are important because the Sky God owns them. If Anansi owns the stories, his name and famous deeds will be remembered forever.
4. Small and weak beings must use their brains to outwit larger, stronger beings. Anansi traps his opponents by tricking them into doing what he wants.
5. Students should discuss their correct and adjusted predictions. They may say that making predictions helped them feel involved in the plot.
6. Students may say that he should be rewarded for his cleverness and ability to overcome stronger opponents.

Vocabulary Practice

1. yearned
2. acknowledge
3. dispute
4. accustomed

After You Read

Respond and Think Critically

1. How does Anansi get the python to agree to be tied to the pole? **[Recall]**
2. Summarize the three things Anansi had to do to pay for all the stories in the world. **[Summarize]**
3. Why is it important to Anansi to own the stories? **[Infer]**
4. **Literary Element Theme** What message about life is the author trying to get across to the reader? How do the plot and characters help reveal it? **[Evaluate]**
5. **Reading Strategy Make Predictions About Plot** Look back at the graphic organizer you completed as you read. Which of your predictions were correct? Which did you need to adjust? Explain how making predictions helped you understand or enjoy the story. **[Analyze]**
6. **BQ BIG Question** Why might some people consider Anansi a hero who deserves to be rewarded? **[Conclude]**

Vocabulary Practice

On a separate sheet of paper, write the vocabulary word that correctly completes each sentence.

yearned

dispute

accustomed

acknowledge

1. I _____ to bring the adorable puppy home, but we already own three cats.
2. A bike rider must _____ a pedestrian's right of way.
3. The two friends made up soon after their _____.
4. Tim wasn't _____ to the snow, having lived in a tropical climate all his life.



Writing

Write a Scene Scan the story. Review Anansi's tricks and what happens to him at the end. Then write your own brief scene for Anansi that has a different outcome for the trickster. Be sure to include a clearly described setting, a conflict or obstacle for Anansi to overcome, and clear, lively descriptions of the action.

80 UNIT 1 What Makes a Hero?

TIP

Inferring

Here are some tips to help you answer question 3. Remember that when you infer, you make a guess using clues from the story.

- Recall what you know about all the stories in the world. Who has them? What does this say about the owner?
- Recall what you know about Anansi. Why might he want the stories?
- Think about what everyone else must do when Anansi owns the stories. What does this mean for Anansi?



FOLDABLES Study Organizer Keep track of your ideas about the **BIG Question** in your unit Foldable



Literature Online

Selection Resources

For Selection Quizzes, eFlashcards, and Reading-Writing Connection activities, go to glencoe.com and enter QuickPass code GL19756u1.

Writing

Write a Scene Scenes will vary but should include Anansi in a trickster role and have an outcome that is less favorable for him than the other character in the story.

Progress Check

Can students comprehend vocabulary?

If...fewer than 2 answers are correct

Then... Glencoe Interactive Vocabulary CD-ROM.

Before You Read

Dragon, Dragon

Connect to the Fairy Tale

What do you think it would be like to live in a fairy-tale world of castles, wizards, and dragons?

Partner Talk With a partner, talk about what life might be like in a fairy tale, where anything is possible.

Build Background

"Dragon, Dragon" is a modern fairy tale. It was written in the style of tales that have been handed down for hundreds of years. The story seems to be a typical fairy tale at first. A dragon terrorizes a kingdom. A brave hero goes on a quest to slay the dragon and win the fair maiden's hand. But you'll notice one difference—humor. Look for humor in

- the ways the dragon troubles the kingdom
- what the queen is turned into and how she's taken care of
- the advice the cobbler gives his sons

Read carefully to find all the ways the author has fun with the typical elements of fairy tales.

Vocabulary

plagued (plāgd) *v.* troubled or annoyed (p. 84).

Even though we kept the food in closed containers, ants plagued our picnic.

ravaged (rav' ijd) *v.* laid waste to; destroyed (p. 84).

Rabbits ravaged Jon's vegetable garden, so he built a fence around it.

tyrant (tī' rənt) *n.* one who uses power or authority in a cruel and unjust manner (p. 85). *Our school's soccer coach is strict, but she isn't a tyrant.*

quest (kwest) *n.* search or pursuit made in order to get an object or accomplish a goal (p. 87). *The boy was on a quest to find his misplaced homework.*

meekly (mēk' lē) *adv.* patiently and mildly; gently (p. 87).

Despite students' excitement on the last day of school, the teacher meekly tried to get their attention.

Meet John Gardner



"Life follows art. If we celebrate bad values in our arts, we're going to have a bad society."

—John Gardner

A True Artist John Gardner grew up around books. As an adult, he wrote novels, short stories, books on writing, and more. When he wasn't writing, he was teaching and studying classic literature. Gardner wanted his books to deliver a moral message. "True art is moral," he said. "It seeks to improve life." He is best known for his novel *Grendel*, the retelling of an ancient legend about the warrior Beowulf, who slays monsters and a dragon.

Literary Works Gardner wrote novels, poetry, essays, and short stories.

John Gardner was born in 1933 and died in 1982.



Literature Online

Author Search For more about John Gardner, go to glencoe.com and enter QuickPass code GL19756u1.

Dragon, Dragon 81

Before You Read

Focus

Bellringer Options

Selection Focus Transparency 3

Daily Language Practice

Transparencies 14, 15, 16

Or ask students: **What images do you associate with fairy tales? Think of fairy tales you know. What is a common element?** (Students may mention castles, kingdoms, dragons, knights. Compile a list of the people, places, and objects that they mention.)

Vocabulary

Challenge pairs of students to use the vocabulary words in a short story. Encourage students to use context clues to help convey each word's meaning. Remind students that examples and related ideas can be used as context clues in sentences.



For additional vocabulary practice, see Unit 1 Teaching Resources, p. 115.

English Learners

DIFFERENTIATED INSTRUCTION

Vocabulary Preteaching Model for students this example. **Say:** **The tyrant was unsympathetic toward the needs of his people. His servants ravaged the farmers' fields, as he demanded nearly all of the crops for his own overflowing pantry. His cruelty continued until one day a farmer meekly yet firmly refused to give up his share. Word of his boldness spread quickly, and it was then that the people began their**

quest for freedom. Then ask pairs of students to write similar paragraphs in which they use as many of the vocabulary words as possible. Allow them to use a dictionary for additional words that they need. Ask volunteers to read their paragraphs aloud.

Approaching Level

DIFFERENTIATED INSTRUCTION

Vocabulary Preteaching Be sure that students understand the definitions of the vocabulary words. Have partners write the definitions in their own words. Paraphrases should have the same basic meanings as the definitions. Discuss the paraphrases and help students understand variations in meaning.

Before You Read

Focus

Summary

This selection is about a kingdom that is plagued by a dragon. The king offers a reward to whomever can kill the dragon. The three sons of a cobbler decide to try. The first two sons decline their father's advice and are eaten by the dragon. The youngest son listens to his father, kills the dragon, and saves his brothers.

Literary Element

Character An author will often use what the characters say and do to show readers more about them. This story has many characters; students may find it helpful to organize them into a list that includes examples of their words and actions.

Reading Skill

Compare and Contrast Characters

Tell students that they compare and contrast people all the time. **Ask:**

When you meet several people, how do you keep them straight?

Encourage students to use some of the same strategies in their reading.

TRY IT

You may describe their appearance, personalities, and likes and dislikes.

Set Purposes for Reading

BQ BIG Question

As you read, ask yourself, what makes the hero of this tale different from other heroes?

Literary Element Character

A **character** is a person or creature in a literary work. A character who shows varied traits is a **round character**. A character who reveals only one trait is a **flat character**. Characters central to a story and typically fully developed are the **main characters**. **Minor characters** display few personality traits and are used to help develop the story.

Recognizing the types of characters in a story is important. The sequence of events, or the plot, usually revolves around a conflict involving the main character and the actions he or she takes to resolve that conflict.

As you read, try to identify each character's traits.

Reading Skill Compare and Contrast Characters

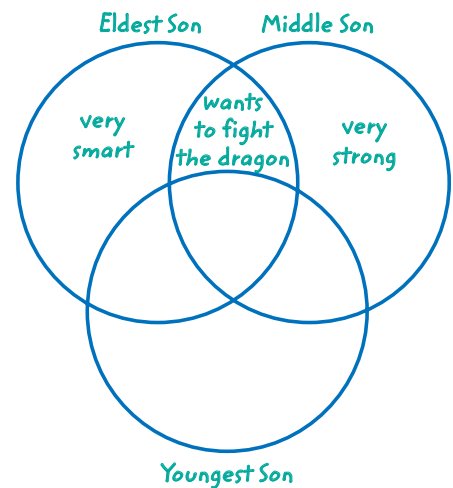
To **compare and contrast characters**, look for similarities and differences in the way characters think, look, and act.

Comparing and contrasting characters can help you understand why characters act the way they do and what effect they have on the plot, the conflict, and the resolution.

To **compare and contrast characters**, pay attention to

- what each character says, thinks, and does
- ways at least two characters are the same
- ways at least two characters are different

As you read, you may find it helpful to use a graphic organizer like the one on the right. Write ways characters are the same in the area where the circles overlap.



Learning Objectives

For pages 81–94

In studying this text, you will focus on the following objectives:

Literary Study: Analyzing character.

Reading: Comparing and contrasting characters.

TRY IT

Compare and Contrast You want your new friend, Tina, to meet two of your best friends. Tina asks you to describe your friends so she knows what to expect when she meets them. How will you tell her ways they are alike and different?



Writing Practice

Character Types Ask the class to make a list of the characters that are usually found in a fairy tale. Then, for students less familiar with the genre, explain basic character types, such as the “evil villain” or “the damsel in distress.” Before students begin reading, have them create a list of these basic fairy tale types. Beside each type, have students list some of the characteristics or qualities that make the character so recognizable. For example, next

to “evil villain,” students might list details such as *bullies others; opposes hero; unlikable*. Tell them that in this fairy tale the characters will not be what they expect. Have students make a list of the characters and their traits as they read. Discuss later how and why these characters surprise the students.

Teach

View the Art

Say: Look at the picture. What mood does it set? (Possible response: a mood of foreboding) What does it tell you about the story? (Possible responses: that castles and royalty will be part of the story; that it is set in a time long ago)



Buff earthenware tile, depicting a fantastic dragon, c.1882–1888. William de Morgan. Merton Abbey. Fitzwilliam Museum, University of Cambridge.

Dragon, Dragon

John Gardner

Dragon, Dragon 83

English Learners

DIFFERENTIATED INSTRUCTION



Advanced Have students identify a part of the selection they had difficulty understanding. Have them orally paraphrase that section for a small group. Invite students to discuss points at which their understandings differ and to ask questions to clarify difficult passages.

Approaching Level

DIFFERENTIATED INSTRUCTION



Emerging Invite students to find descriptive phrases about the dragon as they read. Remind students that one way to learn about a character is to pay attention to the details the author uses to describe him or her as well as how other characters react to the character. Have students take turns describing the dragon as though they have actually seen him.

UNIT ONE

Teach

Reading Skill

1

Compare and Contrast Characters

The knights are cowards, the wizard is forgetful, and the king is not powerful.



For additional reading skill or strategy practice, see Unit 1 Teaching Resources, p. 114.

Literary Element

2

Character Most students will say that the dragon will be a main character because his activities set the plot in motion.



For additional literary element practice, see Unit 1 Teaching Resources, p. 113.



For an audio recording of this selection, use Listening Library Audio CD-ROM.

Readability Scores

Dale-Chall: 6.5

DRP: 54

Lexile: 1020

Reading Practice



Preview Remind students that previewing a selection means looking it over before they read it. Students will look at the title and illustrations to get an idea of what they are about to read. (*Students may say that the title and the picture of the dragon indicate a princess in trouble and a dragon that must be killed.*) Explain that this selection is not a traditional fairy tale, so even though students have previewed it, they may be surprised.



here was once a king whose kingdom was **plagued** by a dragon. The king did not know which way to turn. The king's knights were all cowards who hid under their beds whenever the dragon came in sight, so they were of no use to the king at all. And the king's wizard¹ could not help either because, being old, he had forgotten his magic spells. Nor could the wizard look up the spells that had slipped his mind, for he had unfortunately misplaced his wizard's book many years before. The king was at his wit's end.

1

Every time there was a full moon the dragon came out of his lair and **ravaged** the countryside. He frightened maidens and stopped up chimneys and broke store windows and set people's clocks back and made dogs bark until no one could hear himself think.

2

He tipped over fences and robbed graves and put frogs in people's drinking water and tore the last chapters out of novels and changed house numbers around so that people crawled into bed with their neighbors' wives.

He stole spark plugs out of people's cars and put firecrackers in people's cigars and stole the clappers from all the church bells and sprung every bear trap for miles around so the bears could wander wherever they pleased.

And to top it all off, he changed around all the roads in the kingdom so that people could not get anywhere except by starting out in the wrong direction.

"That," said the king in a fury, "is enough!" And he called a meeting of everyone in the kingdom.

Now it happened that there lived in the kingdom a wise old cobbler² who had a wife and three sons. The cobbler and his family came to the king's meeting and stood way in back by the door, for the cobbler had a feeling that since he was nobody important there had probably been some

¹ A **wizard** is a magician or sorcerer.

² A **cobbler** is a person who makes or mends shoes.

Vocabulary

plagued (plāgd) v. troubled or annoyed

ravaged (rav' ijd) v. laid waste to; destroyed

Compare and Contrast

Characters How are these characters different from typical characters in a fairy tale?

Character Do you think the dragon will be a main character or a minor character in this story? Explain your reasoning.

mistake, and no doubt the king had intended the meeting for everyone in the kingdom except his family and him.

"Ladies and gentlemen," said the king when everyone was present. "I've put up with that dragon as long as I can. He has got to be stopped."

All the people whispered amongst themselves, and the king smiled, pleased with the impression he had made.

But the wise cobbler said gloomily, "It's all very well to talk about it—but how are you going to do it?"

And now all the people smiled and winked as if to say, "Well, King, he's got you there!"

The king frowned.

"It's not that His Majesty hasn't tried," the queen spoke up loyally.

"Yes," said the king, "I've told my knights again and again that they ought to slay that dragon. But I can't *force* them to go. I'm not a **tyrant**."

"Why doesn't the wizard say a magic spell?" asked the cobbler.

"He's done the best he can," said the king.

The wizard blushed and everyone looked embarrassed. "I used to do all sorts of spells and chants when I was younger," the wizard explained. "But I've lost my spell book, and I begin to fear I'm losing my memory too. For instance, I've been trying for days to recall one spell I used to do. I forget, just now, what the *deuce*³ it was for. It went something like—

Bimble

Wimble

Cha, Cha

CHOOMPF!

Suddenly, to everyone's surprise, the queen turned into a rosebush.

"Oh dear," said the wizard. "Now you've done it," groaned the king. "Poor Mother," said the princess.

³ *What the deuce* is an expression of surprise or doubt, similar to "what on Earth."

Vocabulary

tyrant (tī' rənt) *n.* one who uses power or authority in a cruel and unjust manner

3

Compare and Contrast

Characters How are the king and the cobbler different?

UNIT ONE

Teach

Reading Skill

3

Compare and Contrast Characters

The king is satisfied with words, but the cobbler is practical and wants to see results.

BQ BIG Question

Students will likely mention bravery. Other possibilities include wisdom and the ability to make decisions and think quickly.

BQ BIG Question

What traits will the hero of this story need?

Dragon, Dragon 85

English Learners

DIFFERENTIATED INSTRUCTION

Partners Intermediate Write the following idioms on the board:

slipped his mind

top it all off

leave well enough alone

Have students look through the selection to find other idioms. Pair English learners with proficient students to discuss the meanings

of the idioms. Suggest that partners take turns reading aloud to each other the passages in which they found idioms.

Advanced Learners

DIFFERENTIATED INSTRUCTION

Small Group An idiom is a unique expression that does not carry a word-for-word meaning. **Ask:** **What does the expression "far and wide" mean?** (*It means everywhere—in all directions.*) Ask groups of students to list other idioms. (Some examples: *nail down* means "to make sure of something"; *make a dent in something* means "make progress.")

Teach

Literary Element

1

Character The cobbler is wise and unafraid of the king. He is a main character, because his actions affect the king's approach to defeating the dragon.

Reading Skill

2

Compare and Contrast Characters

The eldest son is quick to accept the king's offer. The cobbler thinks supporting the princess and owning half the kingdom would be too much responsibility. He is more practical than his son, who thinks only of his own gain.

"I don't know what can have happened," the wizard said nervously, "but don't worry, I'll have her changed back in a jiffy." He shut his eyes and racked his brain for a spell that would change her back.

But the king said quickly, "You'd better leave well enough alone. If you change her into a rattlesnake we'll have to chop off her head."

1 Meanwhile the cobbler stood with his hands in his pockets, sighing at the waste of time. "About the dragon . . ." he began.

"Oh yes," said the king. "I'll tell you what I'll do. I'll give the princess' hand in marriage to anyone who can make the dragon stop."

"It's not enough," said the cobbler. "She's a nice enough girl, you understand. But how would an ordinary person support her? Also, what about those of us that are already married?"

"In that case," said the king, "I'll offer the princess' hand or half the kingdom or both—whichever is most convenient."

The cobbler scratched his chin and considered it. "It's not enough," he said at last. "It's a good enough kingdom, you understand, but it's too much responsibility."

2 "Take it or leave it," the king said.

"I'll leave it," said the cobbler. And he shrugged and went home.

But the cobbler's eldest son thought the bargain was a good one, for the princess was very beautiful and he liked the idea of having half the kingdom to run as he pleased. So he said to the king, "I'll accept those terms, Your Majesty. By tomorrow morning the dragon will be slain."

"Bless you!" cried the king.

"Hooray, hooray, hooray!" cried all the people, throwing their hats in the air.

The cobbler's eldest son beamed with pride, and the second eldest son looked at him enviously. The youngest son said timidly, "Excuse me, Your Majesty, but don't you think the queen looks a little unwell? If I were you I think I'd water her."

Character How would you describe the cobbler's role in the story? Is he a main character or a minor character?

Compare and Contrast Characters How are the cobbler and his eldest son different?

Writing Practice

Summarize Explain to students that writing a summary of a story can help them remember important details and form an overall impression of the work. Ask students to write plot summaries of "Dragon, Dragon." Remind them that a plot summary is a brief retelling of the story that emphasizes its central ideas. Encourage students to share their summaries. Then, lead the class in a

discussion of how this dragon fable is similar to and different from other fables they have read.

Reading Practice

Predict Ask: Do you think that the eldest son will succeed or fail in slaying the dragon? (Possible response: The eldest son will fail because he is proud and does not want to follow his father's advice.)

Teach

Literary Element

3

Character He is a round character because he has many traits: pride, courage, cleverness, and politeness.

BQ BIG Question

Possible responses: Yes, he will succeed. He is brave and clever and the eldest. No, he will not succeed, because he is unwilling to take his father's advice. Students should support their responses with details from the story.

"Good heavens," cried the king, glancing at the queen who had been changed into a rosebush, "I'm glad you mentioned it!"

Now the cobbler's eldest son was very clever and was known far and wide for how quickly he could multiply fractions in his head. He was perfectly sure he could slay the dragon by somehow or other playing a trick on him, and he didn't feel that he needed his wise old father's advice. But he thought it was only polite to ask, and so he went to his father, who was working as usual at his cobbler's bench, and said, "Well, Father, I'm off to slay the dragon. Have you any advice to give me?"

The cobbler thought a moment and replied, "When and if you come to the dragon's lair, recite the following poem.

Dragon, dragon, how do you do?

I've come from the king to murder you.

Say it very loudly and firmly and the dragon will fall, God willing, at your feet."

"How curious!" said the eldest son. And he thought to himself, "The old man is not as wise as I thought. If I say something like that to the dragon, he will eat me up in an instant. The way to kill a dragon is to outfox⁴ him." And keeping his opinion to himself, the eldest son set forth on his quest.

When he came at last to the dragon's lair, which was a cave, the eldest son slyly disguised himself as a peddler and knocked on the door and called out, "Hello there!"

"There's nobody home!" roared a voice.

The voice was as loud as an earthquake, and the eldest son's knees knocked together in terror.

"I don't come to trouble you," the eldest son said meekly. "I merely thought you might be interested in looking at some of our brushes. Or if you'd prefer," he

⁴ To **outfox** is to outsmart.

Vocabulary

quest (kwest) *n.* search or pursuit made in order to get an object or accomplish a goal

meekly (mek' lē) *adv.* patiently and mildly; gently

3

Character Is the eldest son a flat or round character? How do you know?

BQ BIG Question

Do you think the eldest son will slay the dragon and become a hero? Why or why not?

Dragon, Dragon 87

English Learners

DIFFERENTIATED INSTRUCTION



Beginning Remind students to think about what they already know about dragons from other fables and compare that knowledge with the description of the dragon in this story. Have students determine what the dragon might be thinking when the eldest son knocks on his door. Invite students to share their ideas with the class.

Teach

Reading Skill

1

Compare and Contrast Characters

Most fairy-tale princesses do what they are told, but this princess is independent and outspoken. Some students may be unfamiliar with the conventions of fairy-tale princesses. Encourage the class to list well-known princesses such as Snow White, Sleeping Beauty, and Cinderella, and then discuss how this princess differs from those characters.



St. George and the Dragon, 1456. Paolo Uccello. Oil on canvas, 57 x 73 in. National Gallery, London.

added quickly, "I could leave our catalog with you and I could drop by again, say, early next week."

"I don't want any brushes," the voice roared, "and I especially don't want any brushes next week."

"Oh," said the eldest son. By now his knees were knocking together so badly that he had to sit down.

Suddenly a great shadow fell over him, and the eldest son looked up. It was the dragon. The eldest son drew his sword, but the dragon lunged and swallowed him in a single gulp, sword and all, and the eldest son found himself in the dark of the dragon's belly. "What a fool I was not to listen to my wise old father!" thought the eldest son. And he began to weep bitterly.

"Well," sighed the king the next morning, "I see the dragon has not been slain yet."

1

"I'm just as glad, personally," said the princess, sprinkling the queen. "I would have had to marry that eldest son, and he had warts."

Now the cobbler's middle son decided it was his turn to try. The middle son was very strong and was known far and wide for being able to lift up the corner of a church. He felt perfectly sure he could slay

Compare and Contrast Characters How does the princess compare with other fairy-tale princesses you're familiar with?

Literary Element Practice

Character Have students think about which character might be a hero. Make two columns on the board labeled "King" and "Cobbler." Invite volunteers to write in the columns words from the story that describe each character. For the king, sample responses might include *pleased with the impression he made* and *not*

a tyrant. For the cobbler, sample responses might be *wise* and *gloomy*. Add columns to the chart as the story unfolds and more characters are introduced.

the dragon by simply laying into him, but he thought it would be only polite to ask his father's advice. So he went to his father and said to him, "Well, Father, I'm off to slay the dragon. Have you any advice for me?"

The cobbler told the middle son exactly what he'd told the eldest.

"When and if you come to the dragon's lair, recite the following poem.

Dragon, dragon, how do you do?

I've come from the king to murder you.

Say it very loudly and firmly, and the dragon will fall, God willing, at your feet."

"What an odd thing to say," thought the middle son.

"The old man is not as wise as I thought. You have to take these dragons by surprise." But he kept his opinion to himself and set forth.

When he came in sight of the dragon's lair, the middle son spurred his horse to a gallop and thundered into the entrance swinging his sword with all his might.

But the dragon had seen him while he was still a long way off, and being very clever, the dragon had crawled up on top of the door so that when the son came charging in he went under the dragon and on to the back of the cave and slammed into the wall. Then the dragon chuckled and got down off the door, taking his time, and strolled back to where the man and the horse lay unconscious from the terrific blow. Opening his mouth as if for a yawn, the dragon swallowed the middle son in a single gulp and put the horse in the freezer to eat another day.

"What a fool I was not to listen to my wise old father," thought the middle son when he came to in the dragon's belly. And he too began to weep bitterly.

That night there was a full moon, and the dragon ravaged the countryside so terribly that several families moved to another kingdom.

"Well," sighed the king in the morning, "still no luck in this dragon business, I see."

"I'm just as glad, myself," said the princess, moving her mother, pot and all, to the window where the sun could get at her. "The cobbler's middle son was a kind of humpback."

UNIT ONE

Teach

BQ BIG Question

Like traditional heroes, the middle son is brave, strong, and confident.

Literary Element

2

Character They are minor characters because they are not named, and this is the only time they appear in the story.

Literary History

Fairy Tales For centuries, fairy tales were told, not written down. Originally, fairy tales weren't written for children, and the stories we now call fairy tales had very little to do with fairies. Most tales were made up by women as a way of rebelling against the limits placed on them by society. Folklorists such as the Grimm brothers collected these folktales. The stories have changed, and the dark, gruesome details of original versions have been eliminated. Fairy tales are now known as stories of wonder and enchantment, soothing enough to be bedtime stories.

BQ BIG Question

How is the middle son like heroes you have read or heard about?

2

Character Are these families main or minor characters? How do you know?

Dragon, Dragon 89

Approaching Level

DIFFERENTIATED INSTRUCTION

Emerging Ask: What goes wrong with each son's plan to slay the dragon? What does each son do that is the same? (Possible response: The first son uses his wits; the second son uses his strength. Each plan fails because the sons overestimate their talents. Neither son listens to his father.)

English Learners

DIFFERENTIATED INSTRUCTION

Beginning On the board, draw a story map. Ask students to fill in key story elements and events. Have students use their story maps as a reference as they retell the story.

UNIT ONE

Teach

Reading Skill

1

Compare and Contrast Characters

Students may say that the youngest son will survive his encounter with the dragon because he is not like his brothers.

View the Photograph

APPROACHING Ask: **Why do they call this a suit of armor?** (Possible response: A suit is something you wear.) **Would you like to have worn a suit of armor? Why or why not?** (Possible response: No, it would have been heavy and hot.)

Literary Element

2

Character The dragon is a round character because he is not only fearsome, but also at times playful, curious, puzzled, and patient.

Reading Practice

Cause and Effect Have students create a cause-and-effect graphic organizer to help them see the plot move along. After filling in two or three rows, have students continue the chart on their own as they read.
Cause: A dragon threatens the kingdom.
Effect: The king calls a meeting and offers a reward to anyone who can stop the dragon.

1 Now the cobbler's youngest son saw that his turn had come. He was very upset and nervous, and he wished he had never been born. He was not clever, like his eldest brother, and he was not strong, like his second-eldest brother. He was a decent, honest boy who always minded his elders.

He borrowed a **suit of armor** from a friend of his who was a knight, and when the youngest son put the armor on it was so heavy he could hardly walk. From another knight he borrowed a sword, and that was so heavy that the only way the youngest son could get it to the dragon's lair was to drag it along behind his horse like a plow.

When everything was in readiness, the youngest son went for a last conversation with his father.

"Father, have you any advice to give me?" he asked.

"Only this," said the cobbler. "When and if you come to the dragon's lair, recite the following poem.

Dragon, dragon, how do you do?

I've come from the king to murder you.

Say it very loudly and firmly, and the dragon will fall, God willing, at your feet."

"Are you certain?" asked the youngest son uneasily.

"As certain as one can ever be in these matters," said the wise old cobbler.

And so the youngest son set forth on his quest. He traveled over hill and dale and at last came to the dragon's cave. The dragon, who had seen the cobbler's youngest son while he was still a long way off, was seated up above the door, inside the cave, waiting and smiling to himself.

2 But minutes passed and no one came thundering in. The dragon frowned, puzzled, and was tempted to peek out. However, reflecting that patience seldom goes unrewarded, the dragon kept his head up out of sight and went on waiting. At last, when he could stand it no longer, the dragon craned his neck and looked. There at the entrance of the cave stood a trembling young man in a suit of armor twice his size, struggling with a sword so heavy he could lift only one end of it at a time.

At sight of the dragon, the cobbler's youngest son began to tremble so violently that his armor rattled like a house

Compare and Contrast

Characters Because the youngest son is different from his brothers, what do you think will happen to him?

Visual Vocabulary

A **suit of armor** is a protective covering for the body, often made of metal. Knights wore suits of armor to protect themselves during combat.



Character What clues tell you the dragon is a round character?

Predict Ask: **Do you think that the middle son will succeed or fail in slaying the dragon? What makes you think so?** (Possible response: The middle son will fail because, like the eldest son, he is proud and doesn't listen to his father.)

caving in. He heaved⁵ with all his might at the sword and got the handle up level with his chest, but even now the point was down in the dirt. As loudly and firmly as he could manage, the youngest son cried—

Dragon, dragon, how do you do?

I've come from the king to murder you.

"What?" cried the dragon, flabbergasted.⁶ "You? You? Murder Me???" All at once he began to laugh, pointing at the little cobbler's son. "*He he he ho ha!*" he roared, shaking all over, and tears filled his eyes. "*He he he ho ho ho ha ha!*" laughed the dragon. He was laughing so hard he had to hang onto his sides, and he fell off the door and landed on his back, still laughing, kicking his legs helplessly, rolling from side to side, laughing and laughing and laughing.

The cobbler's son was annoyed. "*I do come from the king to murder you,*" he said. "A person doesn't like to be laughed at for a thing like that."

"*He he he!*" wailed the dragon, almost sobbing, gasping for breath. "Of course not, poor dear boy! But really, *he he*, the *idea* of it, *ha ha ha!* And that simply ridiculous poem!" Tears streamed from the dragon's eyes and he lay on his back perfectly helpless with laughter.

"It's a good poem," said the cobbler's youngest son loyally. "My father made it up." And growing angrier he shouted, "I want you to stop that laughing, or I'll—I'll—" But the dragon could not stop for the life of him. And suddenly, in a terrific rage, the cobbler's son began flopping the sword end over end in the direction of the dragon. Sweat ran off the youngest son's forehead, but he labored on, blistering mad, and at last, with one supreme heave, he had the sword standing on its handle a foot from the dragon's throat. Of its own weight the sword fell, slicing the dragon's head off. "*He he ho huk,*" went the dragon—and then he lay dead.

The two older brothers crawled out and thanked their younger brother for saving their lives. "We have learned our lesson," they said.

⁵ Here, **heaved** means "lifted an object with force."

⁶ To be **flabbergasted** is to be astonished.

UNIT ONE

Teach

BQ BIG Question

Students may say that the dragon won't take the cobbler's words seriously, so he will let his guard down.

BQ BIG Question

How might the youngest son's poem lead to the dragon's defeat?

Reading Skill

3

Compare and Contrast Characters

He is not strong, brave, or clever. He defeats the dragon almost by accident.

3

Compare and Contrast Characters How is the youngest son different from the hero in a typical fairy tale?

Dragon, Dragon 91

English Learners

DIFFERENTIATED INSTRUCTION



Intermediate Ask students to close their eyes and listen as you read aloud the description of the youngest son's battle with the dragon and the rescue of his brothers. Ask students to tell how the details help them imagine the events.

Teach

BQ BIG Question

Some students may say that the youngest son is the hero because he defeats the dragon. Others may say that the cobbler is the hero because his advice was the key to defeating the dragon.

Literary Element

1

Character The queen is a flat character—mainly because she is a rosebush for most of the story.



Mt. St. Michel, 15th century.
Limbourg Brothers. From *Tres Riches Heures du Duc de Berry*. MS 65/1284. Fol. 195r. France 15th c.
Musée Condé, Chantilly, France.

Then the three brothers gathered all the treasures from the dragon's cave and tied them to the back end of the youngest brother's horse, and tied the dragon's head on

behind the treasures, and started home.

"I'm glad I listened to my father," the youngest son thought. "Now I'll be the richest man in the kingdom."

There were hand-carved picture frames and silver spoons and boxes of jewels and chests of money and silver compasses and maps telling where there were more treasures buried when these ran out. There was also a curious old book with a picture of an owl on the cover, and inside, poems and odd sentences and recipes that seemed to make no sense.

When they reached the king's castle the people all leaped for joy to see that the dragon was dead, and the princess ran out and kissed the youngest brother on the forehead, for secretly she had hoped it would be him.

"Well," said the king, "which half of the kingdom do you want?"

"My wizard's book!" exclaimed the wizard. "He's found my wizard's book!" He opened the book and ran his finger under the words and then said in a loud voice, "Glmuzk, shkzmlp, blam!"

Instantly the queen stood before them in her natural shape, except she was soaking wet from being sprinkled too often. She glared at the king.

"Oh dear," said the king, hurrying toward the door. 🙄

BQ BIG Question

Do you think the youngest son is the hero of the story? Why or why not?

Character Is the queen a flat or round character? How do you know?

92 UNIT 1 What Makes a Hero?

Reading Practice

Cause and Effect Say: Briefly summarize the effect that the poem has on the dragon. What problem does this cause for the dragon? (Possible response: The poem makes the dragon laugh hysterically. This causes him to be distracted, so he doesn't see the sword coming.)

Literary Element Practice

Humor Ask: When you think of a knight, do you usually think of someone strong and brave?

What makes the image of the youngest son in "a suit of armor twice his size" so humorous?

(Knights are usually big and strong, and the youngest son seems weak and small. Picturing him in the armor is funny because it contradicts one's idea of a knight.)

After You Read

Assess

For additional assessment, see Assessment Resources, pp. 43–44.

Respond and Think Critically

Possible answers:

1. They have failed to slay the dragon, no matter how often he asked them to do it.
2. The dragon plays pranks that annoy, humiliate, and inconvenience the people.
3. Because the author says the cobbler is wise, I think that the cobbler will be right in the end, even though his advice seems foolish.
4. The author is implying that the wizard is not wise.
5. Fairy tales often have a dragon or a monster that frightens humans.
6. Heroes do not need to be strong or clever. The youngest son slays the dragon by being decent and honest and by following his father's advice.

Vocabulary Practice

1. B
2. A
3. A
4. B
5. A

Academic Vocabulary

The eldest son tries to outwit the dragon; the middle son tries to beat the dragon by using physical strength; and the youngest son tries to slay the dragon by following his father's advice. The youngest son's strategy is successful.

After You Read

Respond and Think Critically

1. Why is the king frustrated with his knights and wizard? **[Recall]**
2. Briefly describe the damage the dragon has caused throughout the kingdom. **[Summarize]**
3. Notice that the author repeatedly refers to the cobbler as the "wise old cobbler." Does this affect how you think of the character? Explain. **[Interpret]**
4. The wizard's book contains "poems and odd sentences and recipes that seemed to make no sense." What do you think the author is implying with this description? **[Infer]**
5. Which problems in the kingdom are ones that you would expect to find in a typical fairy tale? **[Compare]**
6. **BQ** **BIG Question** What ideas does this tale offer about what makes a hero—or does *not* make a hero? Explain your answer, using information from the story and from your graphic organizer. **[Evaluate]**

Vocabulary Practice

Choose the sentence that correctly uses the vocabulary word.

1. **A.** The farmer was **plagued** with a good harvest.
B. Harsh winds and hail **plagued** the countryside.
2. **A.** Termites **ravaged** the woodwork throughout the old mansion.
B. I **ravaged** the house to get it ready for company.
3. **A.** The **tyrant's** actions were so cruel that the people rebelled.
B. King Henry was a kind and gentle ruler; he was a true **tyrant**.
4. **A.** The **quest** from my home to my school takes only three minutes.
B. We roamed the neighborhood on a **quest** for adventure.
5. **A.** Mira **meekly** apologized for making so much noise.
B. The bold knight **meekly** brandished his sword.

Academic Vocabulary

In "Dragon, Dragon," each of the cobbler's sons has a different **strategy** for slaying the dragon.

In the preceding sentence, **strategy** means "a plan used to achieve a goal." What strategy does each brother use? Which strategy is successful?

TIP

Summarizing

Here are some tips to help you answer question 2. Remember that when you summarize, you retell the main ideas or events.

- Skim the selection to identify what the dragon has done.
- Retell the dragon's actions in your own words.
- Remember that a summary should be much shorter than the original.

FOLDABLES **Study Organizer** Keep track of your ideas about the **BIG Question** in your unit Foldable.

Literature Online

Selection Resources

For Selection Quizzes, eFlashcards, and Reading-Writing Connection activities, go to glencoe.com and enter QuickPass code GL19756u1.

Dragon, Dragon 93

Progress Check

Can students comprehend vocabulary?

If...fewer than 2 answers are correct

Then...  Glencoe Interactive Vocabulary CD-ROM.

After You Read

Assess

Literary Element

1. Minor characters add to the conflict by being tormented by the dragon. Others, such as the wizard and the queen, add humor.
2. The youngest son is a round character. He has bravery, decency, and honesty.
3. Students will agree that round characters are more interesting. They should give examples.
4. **D** Students who choose A, B, or C may be confusing the youngest son with his older brothers.

Reading Skill

5. **B** The wizard and the king both spend a great deal of time making excuses and promises.

Grammar Link

Possible response: When they reached the king's castle, the people all leaped for joy to see that the dragon was dead, and the princess ran out and kissed the youngest brother on the forehead, for secretly she had hoped it would be he.

Listening and Speaking

Performance Students' skits should be based on "Dragon, Dragon," tell the story clearly through a single narrator or a cast of players, and include appropriate props and costumes.

Literary Element Character

1. What purpose do the minor characters serve in the story?
2. Who is an example of a round character in the story? What traits does this character have?
3. Do you agree that round characters are usually more interesting than flat characters? Provide examples from the story to support your opinion.

Review: Theme

As you learned on page 75, a **theme** is a message about life the author wants to share. In this modern fairy tale, the author gives the traditional fairy tale hero a twist. This raises the question "What makes a hero?"

Test Skills Practice

4. What is one theme of this modern fairy tale?
 - A. A hero always has to trust in his or her own strength.
 - B. A hero must be strong, smart, and brave.
 - C. A hero can be the most unlikely person.
 - D. A hero always does what he or she is told.

Reading Skill Compare and Contrast Characters

Test Skills Practice

5. What is one way the wizard and the king are similar?
 - A. Both dislike the wise old cobbler.
 - B. Both talk more than they act.
 - C. Both have a beautiful daughter.
 - D. Both can do magic.

Grammar Link

Main and Helping Verbs A **verb** is a word that shows action or a state of being. A **helping verb** is a verb that helps the main verb tell about an action or make a statement.

In these sentences, the main verb is in boldface type, and the helping verb or verbs are underlined.

The kingdom was **plagued** by a dragon.

The wizard had been **looking** for his book of spells.

The cobbler will **give** advice to the king.

The eldest brother could have **followed** his father's advice.

A **verb phrase** is one or more helping verbs followed by a main verb. In each sentence above, the underlined and boldface words form a verb phrase.

Practice Look for two or three sentences in "Dragon, Dragon" that contain verb phrases. Think about how each helping verb contributes to the meaning of the verb. Write the sentences on a sheet of paper. Then circle the main verb and underline the helping verb or verbs.

Listening and Speaking

Performance With a small group, write and perform a skit based on "Dragon, Dragon." Decide whether you will use only a narrator or have the actors speak their lines. Use simple props for the settings and simple costumes for the characters.

94 UNIT 1 What Makes a Hero?



Writing Practice

Students will individually develop a list of standards to evaluate the group performances. Then, they will combine the best standards for a final list. Examples could include these:

- speaking skills
- movement and gestures
- staging
- props and costumes

For grammar practice, see Unit 1 Teaching Resources, p. 117.

Before You Read

Three Queens of Egypt

Connect to the Web Article

Have you ever been a leader? Perhaps you helped lead your friends in a project or your sports team in a game.

Partner Talk With a partner, talk about what it takes to be a leader. What qualities does a good leader have? How should a leader act?

Build Background

Cleopatra (klē ə pat' rə), Hatshepsut (hat shep' sōōt), and Nefertiti (nef' ə tē' tē) were queens in ancient Egypt. They ruled Egypt more than 2,000 years ago, when most women had few rights.

Egypt is a country in northeastern Africa. The Nile is a river that travels more than 4,000 miles through East Africa to the



Mediterranean Sea. Most cultural and historical sites of ancient Egypt can be found along the banks of the Nile. Egypt is famous for its grand pyramids, which were built long ago as burial places for pharaohs. *Pharaoh* (fār' ō) is the title used for kings of ancient Egypt.

Vocabulary

inherit (in her' it) *v.* to receive something, such as property or a title, from the former owner at his or her death (p. 97).
Anya will inherit her mother's handmade quilts.

reign (rān) *n.* period of rule of a king or queen (p. 97).
The queen's reign lasted for many decades.

political (pə lit' i kəl) *adj.* relating to government (p. 98).
The city's political leaders are planning to improve the parks.

intrigued (in trēgd') *v.* fascinated; made curious (p. 98).
Intrigued by the painting, Jason researched it thoroughly.

waged (wājd) *v.* carried on or engaged in, such as a war, a battle, or a contest (p. 99).
One country waged war against a neighboring country to gain more land.

Meet Vicki León

"That's my real goal: to reveal our whole human history and to give us a balanced look at our shared past."

—Vicki León

Many Interests Vicki León is the author of numerous travel and nature books, but she is proudest of her series of books about real-life women of long ago. León says, "I've become a historical detective, following clues about female achievers until I've unearthed enough to write about them."

Literary Works León is the author of many books, including her *Uppity Women* series, which covers women from ancient times through the 1870s.



Literature Online

Author Search For more about Vicki León, go to glencoe.com and enter QuickPass code GL19756u1.

Before You Read

Focus

Bellringer Options

Daily Language Practice Transparency 17

Or ask students what they know about ancient Egypt.

Ask: **How accurate do you think these ideas are?** Point out that when you ask yourself *how* you know what you know, you can increase your understanding.

Vocabulary

Challenge students to find all of the lesson's words in the local newspaper. **Ask:** **Which section do you think will have most of these words? Why?** Give extra credit points to students who bring in clippings with vocabulary words or can cite the use of the words in news broadcasts.



For additional vocabulary practice, see Unit 1 Teaching Resources, p. 128.



For additional context, use Glencoe Interactive Vocabulary CD-ROM.

Three Queens of Egypt 95

Approaching Level

DIFFERENTIATED INSTRUCTION

Vocabulary Preteaching Write the following vocabulary words and examples on the board. Ask students to identify which example best represents the meaning of each word. Inherit—to give a gift or to obtain something from a deceased relative (*to obtain something from a deceased relative*);

reign—time in control or time in prison (*time in control*); political—concerning government or relating to the stock market (*concerning government*); intrigued—bored or aroused interest (*aroused interest*); waged—fought or behaved peacefully (*fought*).

English Learners

DIFFERENTIATED INSTRUCTION

Vocabulary Preteaching Ask students to pantomime

- the look on their faces if they inherited money
- how they would look if they were intrigued by a mystery gift
- two swordsmen who waged a fight

Before You Read

Focus

Summary

Three female rulers of ancient Egypt defied convention to become icons of “girl power.” Queen Cleopatra was charismatic and cunning, enlisting the help of Roman leaders to keep her empire safe. Hatshepsut accomplished many major public works, such as monuments and temples. Nefertiti built a city and introduced monotheism in Egypt.

For summaries in languages other than English, see Unit 1 Teaching Resources, pp. 120–125.

Literary Element

Anecdote The author’s casual, anecdotal style gives her subjects modern-day parallels. Some students may feel that the anecdotes make a daunting subject more approachable.

Reading Strategy

Monitor Comprehension Point out that students monitor their comprehension all the time. **Say:** **Whenever you ask a question as you read, you realize there’s something you want clarified or confirmed.**

TRY IT

Students should suggest rereading the lesson, asking for help, or looking up the information elsewhere.

Set Purposes for Reading

BQ BIG Question

As you read, ask yourself, how did these queens use their abilities to solve problems and rule successfully?

Literary Element Anecdote

An **anecdote** is a short written or oral account of an interesting or amusing event from a person’s life. An anecdote may be only a few sentences long. “Three Queens of Egypt” contains several anecdotes about the lives of three female rulers.

Writers often use anecdotes to support their opinions, reveal the personality of a person, grab the reader’s attention, or entertain.

As you read, ask yourself, how does the author’s use of anecdotes help me understand why these women are important historical figures?

Reading Strategy Monitor Comprehension

To *monitor* is to keep track of something. *Comprehension* is understanding. When you **monitor comprehension**, you think about whether you understand what you are reading.

Monitoring comprehension helps you make sure you understand important ideas as you read. One way to improve your comprehension is by rereading or slowing down when the material is difficult.

To monitor comprehension, follow these tips to improve your understanding of a passage:

- Reread the passage slowly and carefully.
- Ask yourself questions about ideas, characters, and events.
- Look at context clues and footnotes for help with words you don’t understand.
- Read on to see if later information helps.

Use these strategies to understand important information about the three queens in this selection. You may find it helpful to use a chart like the one below.

Questions I have	Clues or possible answers
Why did Cleopatra crush a pearl earring?	

Learning Objectives

For pages 95–101

In studying this text, you will focus on the following objectives:

Literary Study: Analyzing anecdotes.

Reading: Monitoring comprehension.

TRY IT

Monitor Comprehension You read a science lesson on volcanoes. When you finish, you realize that you didn’t understand the explanation of how magma forms beneath Earth’s surface. What do you do?

96 UNIT 1 What Makes a Hero?

English Learners

DIFFERENTIATED INSTRUCTION



Intermediate The colloquial, idiomatic language of this selection may pose problems for English learners. Group English learners with native speakers and have students take turns reading paragraphs out loud as though they are hosting a tabloid news show. Remind students that an idiom is an expression whose literal meaning is different from its actual meaning. Have groups keep a list of idioms as they read, such as

- had it a lot better
- had the nerve
- star power
- back to square one
- blow a fortune
- took her life

Teach

Reading Strategy

1

Monitor Comprehension Women could buy and sell property, inherit property, and sue others.

APPROACHING **Ask:** Do women have equal rights in today's society? How do women's rights today seem similar to and different from their rights in ancient Egypt? (Students may say that they have many of the same rights, possibly more, due to more opportunities.)

Literary Element

2

Anecdote Cleopatra insists upon doing things her way, even if it makes others angry.

ENGLISH LEARNERS Students may be unfamiliar with the expression *How dare she?* Explain that a more common way to say it would be "How did she dare to do that?" *How dare she?* uses the subjunctive mood. Students whose native language is Spanish or French may be more familiar with the subjunctive than their English-speaking classmates.

Readability Scores

Dale-Chall: 6.4

DRP: 61

Lexile: 830

INFORMATIONAL TEXT
WEB SITE
kids.nationalgeographic.com

Three Queens of Egypt

Vicki León

Girls of ancient Egypt had it a lot better than most. By age 12, they could wear makeup. They walked their pet geese and played ball for fun. As women, they had rights not accepted elsewhere. They could buy and sell property, **inherit** stuff—even sue someone!

Still, men were usually in charge. But that didn't stop some women from defying tradition¹ and taking over. Cleopatra, Hatshepsut, and Nefertiti were three outrageous queens who showed the ancient world what girl power was all about.

Cleopatra: Political Party Girl (**Reign:** 51 B.C. to 30 B.C.) Marc Antony was fuming. The ruler of half the Roman empire waited impatiently for the queen of Egypt to arrive. She was late—on purpose. And when she finally glittered up the Cydnus River on a ship with silver oars, Cleopatra had the nerve to make him board her ship. *How dare she?*

¹ By **defying tradition**, the women were acting against accepted beliefs or customs.

Vocabulary

inherit (in her'it) *v.* to receive something, such as property or a title, from the former owner at his or her death

reign (rān) *n.* period of rule of a king or queen

Monitor Comprehension
Monitor your comprehension by explaining the rights women and girls had in ancient Egypt. If necessary, reread.

Anecdote What does this anecdote tell you about Cleopatra's personality?

Three Queens of Egypt 97

English Learners

DIFFERENTIATED INSTRUCTION

Beginning Students may already have mental images of the queens Cleopatra, Hatshepsut, and Nefertiti. Have students find or draw images of these three notorious queens and share these images with the class. Discuss whether the images match the descriptions in the article.

Intermediate The rapid pace and campy drama of León's anecdotal style may challenge English learners. Have them take notes in outline form to separate fact from commentary. Remind students to ask themselves: Which of these details can be proven? Which details seem to be the author's opinion?

Teach

Reading Strategy

1

Monitor Comprehension Cleopatra crushes a pearl in her drink to prove her claim that she can “blow a fortune” on dinner.

Literary History

A Famous Compliment Some students may have heard of Shakespeare’s play *Antony and Cleopatra*, which tells of the doomed love between these two compelling leaders. In that play, Cleopatra is the subject of one of the most famous compliments in all literature: “Age cannot wither her, nor custom stale/ Her infinite variety.” With the class, discuss this line, breaking down its meaning. (*No matter how well you know her, you will never get tired of her, because her ever-changing personality is fascinating.*)



Antony shouldn't have been surprised at the queen's bold behavior. Cleo had star power with the brains to match. Queen by 18, she had her hands full: bad harvests, a forced marriage to her brother, plots to overthrow her. (To fight back, she even ordered hits² on some of her relatives!) Forced to flee her capital of Alexandria, she convinced powerful Roman leader Julius Caesar to help her regain control. But four years later Caesar was assassinated. Cleo was back to square one.³

Enter Marc Antony. She needed his **political** support. He needed money. Rich party girl Cleo tempted him with excess⁴ by betting that she could blow a fortune on dinner. **Intrigued**, Antony watched as Cleo crushed a pearl earring into her now-priceless drink. That's all it took for the charmed yet greedy Antony to become hopelessly devoted to the queen. With his help, Cleopatra battled to keep Egypt out of the hands of her enemies. She lost. But instead of surrendering, she took her life—probably with the help of a poisonous snake.

Cleopatra left few words. But Egyptologists⁵ think they may have found an order signed by the queen. On it, the busy ruler had scribbled: “Make it so.”

Monitor Comprehension
Monitor your comprehension by explaining Cleopatra's action. If necessary, reread.

² When Cleopatra **ordered hits**, she commanded others to kill certain people.

³ **Assassinated** means “murdered, especially a public figure.” **Back to square one** means that Cleopatra had to start over with her plan to regain control of Egypt.

⁴ Here, **excess** means “action or behavior that goes beyond what is usual, proper, just, or necessary.”

⁵ **Egyptologists** are people who study ancient Egypt.

Vocabulary

political (pə lit'ī kəl) *adj.* relating to government

intrigued (in trēgd') *v.* fascinated; made curious

98 UNIT 1 What Makes a Hero?

Literary Element Practice

Tone Remind students that tone is an author's attitude toward a subject and his readers. Tone is created by the writer's choice of words and sentence structure. A scholarly tone may involve long words and complicated sentences. A comic tone may involve shorter words, words used in unexpected ways, and short, punchy sentences. In anecdotal writing, such as

this, the tone is friendly and relaxed—as though the writer is telling a story to a friend.

Ask: *Is the tone of this selection what you expect from an article about history? Why or why not?*

Writing Practice

Rewriting With Tone After discussing tone, have students pick a paragraph and rewrite it in a different tone—somber, scholarly, mysterious, admiring, comic, or poetic. Students may change words and sentences, but they should keep the facts accurate.

Teach

Literary Element

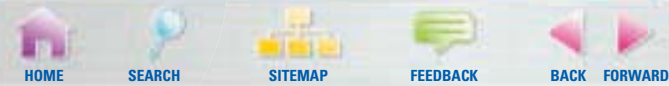
2

Anecdote Hatshepsut took bold actions that made an impression upon her people.

Reading Strategy

3

Monitor Comprehension Many of the things that were built or planted during her time as queen still stand today as a reminder of her reign.



Hatshepsut: Built to Last (Reign: 1479 B.C. to 1458 B.C.) Wearing the royal headdress, with a pharaoh's traditional fake beard on her chin, Hatshepsut was officially the "female king" of Egypt. Not bad for a girl who was forced to wed her 8-year-old half-brother at 13.

Now for action! Hatshepsut **waged** successful warfare against fierce invaders. She created a magnificent temple to the sun god, Amun. Organizing a five-ship expedition to faraway lands, she brought ivory, ebony, gold, and trees to Egypt. Trees? Egypt needed them to grow fragrant incense,⁶ burned by the ton in the temple's ceremonies.

To celebrate her 15th year of rule, Hat had two 100-foot **obelisks** erected. (They looked a lot like the tall, narrow Washington Monument.) Getting the granite for the structures down the Nile River took a long barge, 27 boats, and 850 rowers!

Hat was an excellent ruler—so good that she kept the pharaoh-to-be on the sidelines until she died. But she lives on in spirit. In modern Egypt, Hatshepsut's wonders, from an obelisk to an incense tree, are still standing after nearly 3,500 years.



⁶ **Incense** is a substance that is burned to create a pleasant smell.

Vocabulary

waged (wājd) v. carried on or engaged in, such as a war, a battle, or a contest

Visual Vocabulary

Obelisks (ob'ə lisks) are tall, narrow, four-sided stone pillars. Ancient obelisks were made of a single piece of stone.



2

Anecdote What does this anecdote tell you about Hatshepsut and the way she ruled?

3

Monitor Comprehension How does Hatshepsut continue to live on after her death? Reread, if necessary, to find the answer.

Three Queens of Egypt 99

English Learners

DIFFERENTIATED INSTRUCTION



Advanced Have students develop reading fluency by creating a dialogue based on the selection that sounds as though the speakers are gossiping about one of the queens. Tell them to make sure they use at least three of the author's idioms, such as *party girl* or *on the sidelines*. Encourage

students to have fun with the dialogue. The colloquial expressions will make more sense when students speak them with their intended relish.

Approaching Level

DIFFERENTIATED INSTRUCTION



Emerging Encourage students to research Cleopatra, Hatshepsut, or Nefertiti and present their findings to the class in a short oral report. How accurate is the selection? What interesting facts has the author left out?

Teach

Literary Element

1

Anecdote It shows that they valued art, architecture, and religion.

BQ BIG Question

Students may say that these queens serve as models of strong leaders.

To check students' understanding of the selection, see Unit 1 Teaching Resources, pp. 131–132.

Nefertiti: Rebel with a Cause

(Reign: 1336 B.C. to 1334 B.C.)

Although Nefertiti translates as “the beautiful one has come,” Egyptologists hotly debate what she really looked like. But this queen was more than just a face.

1 Nefertiti co-ruled with her pharaoh-husband, and they had big changes in mind. One day they made a shocking proclamation⁷ that Egyptians would now worship only one god. To honor the religion, the royal couple built a new capital city called Akhetaten that was filled with exciting new art and architecture.

Their world didn't last. When Tutankhamun (King Tut to us) became pharaoh, the new capital was abandoned. Though some of the art was rescued, gone was the one-god religion from the ancient world. In the modern world, though, Nefertiti remains a name—and a face—that won't soon be forgotten. 🏺



Anecdote How does this anecdote help you understand what Nefertiti and her husband valued?

BQ BIG Question

Why will Nefertiti and the other queens be remembered?

⁷ A **proclamation** is an official public announcement.

100 UNIT 1 What Makes a Hero?

Reading Practice

Summarize Remind students that summarizing means restating the main points of a selection in their own words. Have students write one or two sentences summarizing the major accomplishments of each queen in the selection. To help students decide which points to include, have them ask questions such as these:

- Could I understand the selection without this detail?
- Could I understand the main idea of the paragraph without this detail?
- Does this detail tell me why one of these queens is important?

Once students have summarized the accomplishments of each queen, have them write a one-sentence summary of the entire selection. Explain that when they write essays, they can use this process of summarizing and narrowing down to write thesis statements.

After You Read

Assess
Respond and
Think Critically

Possible answers:

1. She charmed him with bold actions. Antony was intrigued when Cleopatra “blew a fortune.”
2. Hatshepsut waged a successful war against invaders, erected temples and obelisks, and organized faraway expeditions.
3. Nefertiti changed the Egyptian religion and helped build a new capital city. She was “more than just a face” because she was an active co-ruler.
4. Students may find that the most memorable anecdotes contain surprising or startling information, such as the pearl crushed in the drink. The anecdotes reveal each queen’s character and focus on her most memorable actions.
5. Students should name any strategy they used, such as rereading, and explain how it was helpful.
6. Cleopatra convinced powerful leaders to help her. Hatshepsut took bold, impressive action and kept the pharaoh-to-be from gaining power until she died. Nefertiti built a city that had new art and architecture to honor a new religion. All of these queens are memorable for their courageous and decisive leadership.

Vocabulary Practice

1. political
2. reign
3. none
4. waged
5. intrigued
6. none
7. inherit

After You Read

Respond and Think Critically

1. How did Cleopatra convince Marc Antony to help her? [Recall]
2. Using your own words, describe some of the bold actions taken by Hatshepsut during her reign. [Paraphrase]
3. In what ways was Nefertiti “more than just a face”? [Interpret]
4. **Literary Element Anecdote** Which anecdote from this selection do you think is the most memorable? Why? How do you think the author decided which anecdotes to include? [Evaluate]
5. **Reading Strategy Monitor Comprehension** Which monitoring strategies did you use as you read this article? How did the strategies help you understand the text? [Analyze]
6. **BQ BIG Question** How did each of these queens use clever solutions to solve problems? What makes each of their lives so memorable? [Conclude]

Vocabulary Practice

On a separate sheet of paper, write the following sentences with the vocabulary word that correctly completes each sentence. If none of the words fits the sentence, write *none*.

inherit reign political intrigued waged

1. Voting is a _____ right of people who are eighteen years and older.
2. The king’s _____ lasted thirty years.
3. Five-year-old Sam _____ the boring TV show.
4. The pharaoh _____ war against his enemies.
5. We were _____ by the clown’s juggling act.
6. The boy decided to _____ money for the poor.
7. Molly will _____ an antique clock from her grandparents.

Writing

Write a Scene Imagine that you witnessed one of the events described in anecdotes in this selection. Write a scene of one or two paragraphs in which you describe the queen’s actions for future generations to read. Make sure all the plot elements are clear and engaging. Use expressive language and descriptive words to enhance the tone.

TIP

Interpreting

Here are some tips to help you answer question 3. Remember that when you interpret, you use your own understanding to figure out what something means.

- Skim the section about Nefertiti.
- Look for references to Nefertiti’s appearance. What is meant by the phrase “more than just a face”?
- What were some of the actions taken by Nefertiti?
- Do her actions relate to her appearance? Explain.

FOLDABLES Study Organizer Keep track of your ideas about the **BIG Question** in your unit Foldable.

Literature Online

Selection Resources

For Selection Quizzes, eFlashcards, and Reading-Writing Connection activities, go to glencoe.com and enter QuickPass code GL19756u1.

Progress Check

Can students comprehend vocabulary?

If...fewer than 2 answers are correct

Then...  Glencoe Interactive Vocabulary CD-ROM.

Writing

Write a Scene Scenes will vary, but they should be longer and more detailed than the original anecdotes. For example, students may describe the whole dinner at which Antony sees Cleopatra crush the pearl into her drink, or they may elaborate on the reactions of Antony and the other guests.

Before You Read

Focus

Bellringer Options

Daily Language Practice

Transparencies 18, 19

Or ask students: **What are some examples of magic tricks? What things or events from everyday life could be considered magical? How do people use their brains and bodies in magical ways?**

Students may mention card tricks or pulling rabbits out of hats. Students may give examples such as doing skateboarding tricks or always making an "A" on a test. **Say: This selection concerns "street magic." What do you think "street magic" is?**

Vocabulary

Have students draw a picture or write a sentence that uses context clues for each vocabulary word. In pictures, details of the setting can be context clues. Synonyms, antonyms, and definitions can be used in sentences.

Before You Read

Street Magic

Connect to the Graphic Story

Think of a time when you felt unsure about what might happen next.

Quickwrite Freewrite for a few minutes about your experience. What were your emotions? What did you learn from the experience?

Build Background

This selection is from Will Eisner's graphic novel *Minor Miracles*.

- Eisner was one of the first people to use the term *graphic novel* for a long story told through dialogue and drawings. The story he had written was serious, and he didn't want to call it a comic book.
- Minor Miracles* and many of Eisner's other graphic novels tell about the tough situations some young people deal with every day in their neighborhoods.

Vocabulary

immigrant (im'ə grənt) *adj.* coming into a country or region of which one is not a native in order to live there (p. 104). *After living in a new country, members of an immigrant group may learn that country's native language.*

outrages (out' rāj əz) *n.* violent or cruel acts (p. 104). *The principal said the messages spray-painted on school property were outrages.*

authority (ə thôr' ə tē) *n.* a good source of information or advice (p. 104). *The food critic was an authority on local restaurants.*

application (ap' lə kā' shən) *n.* a putting to use (p. 104). *Mia was proud of her application of survival skills in the woods.*

Meet Will Eisner



"My interest is not the superhero, but the little man who struggles to survive in the city."

—Will Eisner

Comic Book Artist Will Eisner grew up in New York City. Many of his stories come from his own experiences growing up in an immigrant neighborhood. Eisner tells his stories with words and pictures in comics and graphic novels.

Literary Works In the 1940s Eisner created a popular comic strip about a masked detective, "The Spirit." In 1978 he published *A Contract with God*, considered by many to be the first graphic novel. "Street Magic" was published in 2000.

Will Eisner was born in 1917 and died in 2005.

Literature Online

Author Search For more about Will Eisner, go to glencoe.com and enter QuickPass code GL19756u1.

102 UNIT 1 What Makes a Hero?

English Learners

DIFFERENTIATED INSTRUCTION

Vocabulary Preteaching Explain to students that some words have more than one meaning. Have students create a three-column chart with the following headings: *Word, Part of Speech, Other Definition(s)*. In the first column, students should list the four

vocabulary words. Then, have them use a dictionary to look up alternate definitions of the vocabulary words. Have them write the part of speech (if it differs from the existing definition) and the other definitions in the corresponding columns of their charts.

Approaching Level

DIFFERENTIATED INSTRUCTION



Vocabulary Preteaching Have students work in small groups to write questions that show the use of each vocabulary word. For example, **say: Is a chef an authority on food preparation? (Yes)** Then have students ask each other their questions and explain their answers.

Set Purposes for Reading

BQ BIG Question

As you read, ask yourself, how do the cousins avoid trouble with the other young men in their neighborhood?

Literary Element Dialogue

Dialogue is conversation between characters in a story. Most of the writing in a graphic novel is dialogue. The dialogue appears in balloons above or beside the characters' heads.

Be sure to read all dialogue carefully. Writers use dialogue to move a story's plot forward. Dialogue can also reveal a character's personality.

As you read, ask yourself what each character's words tell you about him or her. Is the character funny, threatening, smart?

Reading Strategy Interpret Graphic Stories

Graphic stories include words and pictures. When you **interpret graphic stories**, you figure out what the stories are about. The introduction, dialogue, and illustrations give you clues about the plot, characters, and setting.

Details in the pictures, such as the expression on a character's face, are important because they show emotion and personality. How the words are written can show the emotions, speed, and sound level of dialogue. For example, boldface type means that a word is being stressed.

To interpret graphic stories, pay attention to

- visual clues about the setting
- the characters' body language, which includes the expressions on their faces and the movements of their hands
- dialogue that moves the plot along and reveals what the characters are like
- how the words look on the page

Use these details to help you understand the story. You may find it helpful to use a graphic organizer like the one below.

Details About Setting	Details About Plot	Details About Characters
Clothing— story may take place in past		

Learning Objectives

For pages 102–112

In studying this text, you will focus on the following objectives:

Literary Study: Analyzing dialogue.

Reading: Interpreting graphic stories.

TRY IT

Interpret Graphic Stories

Find a familiar comic strip in a newspaper or online. Look at the pictures but don't read the words. What details about the setting, plot, and characters can you figure out just from the pictures?

Before You Read

Focus

Summary

Merish and his younger cousin are immigrants walking through an "enemy block" where Merish was beaten up the day before by three bullies. When the bullies see Merish, they place two pieces of paper in a hat and write "guilty" on both of them. The bullies confront Merish and tell him to draw a piece of paper, saying that if he draws the "guilty" paper, they will beat him up. Merish picks one and swallows it. The remaining paper says "guilty." Merish says he must have swallowed the blank one and quickly departs with his cousin.

Literary Element

Dialogue Explain to students that *dialogue* is a fancy word for conversation between people. Ask students to think about their conversations with their parents, teachers, and friends. How is the dialogue—or speech—of each person different? Ask students to think about the words they use in conversations. What do their words say about who they are?

Reading Strategy

Interpret Graphic Stories Point out that students interpret visual clues about people and situations all the time. **Ask:** **What do facial expressions and postures tell you about people? For example, a girl slowly walks into the classroom with her shoulders slumped and the corners of her mouth turned down. What is she feeling?**

TRY IT

Students should describe the setting, the plot, and the characters.

Street Magic 103

English Learners

DIFFERENTIATED INSTRUCTION

PARTNERS Advanced Remind students that dialogue is one way for an author to develop characters. A character who is thirteen years old and likes skateboarding would speak differently than would a middle-aged businessperson. Have students pair up and write six to eight lines of dialogue between two people who have different styles of speaking. Then, have students share their dialogue with

other pairs or with the class. **Ask:** **Without knowing who is speaking the dialogue, can you tell how old the characters are or what they are like?**

Teach

Reading Strategy

1

Interpret Graphic Stories Mersh is older and taller than his cousin.

For additional reading skill or strategy practice, see Unit 1 Teaching Resources, p. 140.

Literary History

Graphic Novels A graphic novel is a lengthy original story presented in a visual format. The U.S. market for graphic novels is one of the fastest growing in publishing, with annual sales topping \$100 million. Graphic novels cover many subjects and themes and are written for people of all ages. Graphic novels focus not only on superheroes but also on everyday people and their struggles. Students interested in this genre may want to learn about skills and education needed to create or publish graphic novels.

Street Magic

Will Eisner

Immigrant families on our block believed they were in hostile territory. Survival skills were brought from the old country. They were kept as magic spells the family used when dealing with the predictable outrages of neighborhood life. They were not formally taught. They were learned by emulating¹ older and more experienced family members.

Cousin Mersh, for instance, was an authority on the application of street magic.

1



¹ To learn survival skills by **emulating** others is to try to equal what others know and can do by imitating them.

Vocabulary

immigrant (im'ə grənt) *adj.* coming into a country or region of which one is not a native in order to live there

outrages (out' rāj əz) *n.* violent or cruel acts

authority (ə thôr' ə tē) *n.* a good source of information or advice

application (ap' lə kă' shən) *n.* a putting to use

Interpret Graphic Stories

What can you tell about Mersh and his cousin based on the illustration?

Reading Practice

SPIRAL REVIEW

Draw Conclusions Explain to students that drawing conclusions is figuring out more than what the author says directly. **Ask:** What does it mean to say that someone is an authority on something? (Students may say that an authority has extensive knowledge about a particular subject). **Say:** The introduction says that survival skills were

“not formally taught” and were “learned by emulating.” How do you think Cousin Mersh became an authority on street magic?

Draw Conclusions Say: Mersh walks down a street on which he has already been beaten up. Why do you think Mersh goes down that street again? (Students may suggest that Mersh does not want the bullies to feel that they have succeeded in scaring him off, or that he wants his young cousin to learn from direct experience.)

Teach

Literary Element

2

Dialogue The reader learns that the bullies know Mersh and have bothered him before.

ADVANCED Say: The dialogue in this story contains a great deal of slang, or informal language. What does the characters' use of slang tell you about them? (The characters are probably not well-educated. They have probably learned street slang from the people in their neighborhood. They may use slang to sound tough and to fit in.)

For additional literary element practice, see Unit 1 Teaching Resources, p. 139.

Reading Strategy

3

Interpret Graphic Stories Possible response: It is a city neighborhood in the past. There is a lot of trash on the ground, so it is probably a poorer section, without regular garbage pickup.

Dialogue What plot background does this dialogue provide?

2

Interpret Graphic Stories

By looking at the pictures, what can you tell about the setting?

3



Street Magic 105

English Learners

DIFFERENTIATED INSTRUCTION



Beginning A base word is a whole word that forms the "base" of a new word. Base words can help unlock the meanings of unfamiliar words. For example, the base word *rage* is a clue to the meaning of *outrages*. List the following words on the board and have students identify the base word in each:

- authority
- magnetic
- informative
- guilty

Tell students that adding a prefix or suffix to a base word changes the word's meaning. Sometimes the change is small. A *guilty* look is one that shows *guilt*. But sometimes the

change is big. Someone *guiltless* has no guilt, or is innocent. With the class, make a chart of words containing the base words from the examples above. Then discuss the words' meanings. Have students use a dictionary for help with finding words and with spelling.

Teach

Reading Strategy

1

Interpret Graphic Stories The tip of the speech balloon points to the person who is speaking.

ENGLISH LEARNERS Ask: **What parts of the illustrations show that the three men are bullies?** (The men are much bigger than Mersh and his young cousin, and they have mean expressions on their faces.)

Literary Element

2

Dialogue The neighborhood bullies explain their plan to trick Mersh.

Cultural History

Immigrants In the early twentieth century, many immigrant families came to the United States from Europe. They often settled in New York City. Because many immigrants did not have much money, they lived in tenements in poor neighborhoods. Tenements were apartment buildings in which residents often lived in crowded conditions.

Reading Practice



Predict Explain to students that predicting means using information from their reading to guess what will happen in a story. Ask: **What do you think will happen to Mersh when he approaches the bullies?** (Students may predict that the bullies will try to beat him up again.)

1



2



Interpret Graphic Stories

In a short story, phrases such as *he said* let you know who is talking. In this graphic story, how can you tell who is speaking?

Dialogue How does the dialogue on this page move the plot forward?

Evaluate Explain to students that evaluating means forming an opinion or making a judgment about something they're reading. Ask students to evaluate the actions of the bullies. Ask: **The bullies talk about beating someone up "fair and square," but how "fair" are they? The bullies call the block theirs. What do you think of this statement?**

(Students may observe that the bullies are not as tough as they pretend to be if they have to take him on three to one. A neighborhood block does not belong to anyone.)

Teach

Literary Element

3

Dialogue The boldface type shows that the character is saying Mersh's name loudly—possibly to scare or intimidate him. The word *witchoo* (for *with you*) shows that the bully runs some words together.

APPROACHING Ask: **What part of speech is missing from the bullies' sentence, *But, today, we gonna give you a break?* (The helping verb "are" is missing.)**

Reading Strategy

4

Interpret Graphic Stories The bullies are trying to scare Mersh and his cousin. They are frowning and leaning toward the cousins in a threatening way.

Dialogue What do you learn about the bully from the way the words of his dialogue are written?

3

Interpret Graphic Stories

Look at the drawing. What do you think the bullies are trying to do? How do you know?

4



Street Magic 107

English Learners

DIFFERENTIATED INSTRUCTION

Intermediate To enhance students' comprehension of the story, have them compile glossaries that explain the idioms and informal words and expressions in the story. Help students get started with these words and phrases:

Li'l: short way of saying "little"

Sheesh: an expression of surprise

Gonna: short form of "going to"

Gimme: short form of "give me"

Yer: "your"

Watchoo: short form of "What are you?"

Students may add to their glossaries as they read.

Advanced Learners

DIFFERENTIATED INSTRUCTION



An idiom is a unique expression that does not carry a word-for-word meaning. Ask: **What does the expression *fair and square* mean?** (It means "honestly and without a doubt.") Ask students to think of other such idiomatic expressions (*let the cat out of the bag* or *easy as pie*)

Teach

Reading Strategy

1

Interpret Graphic Stories Mersh is smiling and looks relaxed even though the bullies are threatening him. Mersh's cousin looks worried.

Reading Strategy

2

Interpret Graphic Stories The bullies feel confident that they will fool Mersh and be able to beat him up. They are smiling, and two of them are clapping their hands in anticipation.



1



2



Interpret Graphic Stories

Contrast the look on Mersh's face with the look on his cousin's face.

Interpret Graphic Stories

How do the bullies feel?
How do you know?

108 UNIT 1 What Makes a Hero?

Reading Practice



Analyze Explain to students that analyzing is looking at separate parts of something to understand the entire piece.

Ask: *If Mersh has had trouble with these bullies before, why do you think he goes along with drawing a piece of paper from the hat? (Students may say that Mersh knows that the bullies are trying to trick him, and he thinks that if he plays along, he can outsmart them instead.)*

Literary Element Practice



Stereotype Explain that a stereotype is a character whose traits are supposedly shared by members of a group. **Ask:** *How do you know that three of these characters are bullies? Does the author create a stereotype of bullies' victims? (Students may say that the bullies look big and mean. The author may imply that smaller people are bullies' targets.)*

Teach

BQ BIG Question

Some students may say they don't know what they would do.

Teaching Note

African American Vernacular English

Point out to students that the verb *to be* is often used with statements of ownership, such as "That *is* my book." The verb *is* shows ownership of the book. In this selection, one of the bullies says, *This our block!!* In the informal language used in this sentence, the bully has omitted the verb *is*. Remind students of the importance of remembering to use the verb *to be* in formal speech and writing.

BQ BIG Question

If you were Merish and had to come up with a clever solution at this point, what would it be?

Street Magic 109



English Learners

DIFFERENTIATED INSTRUCTION



Beginning Have students form small groups and practice reading aloud the dialogue on pages 108 and 109. Circulate as groups practice, checking students' pronunciation. Provide feedback on students' delivery of slang as necessary. On the second reading, remind students to pay attention to punctuation and to read their parts with expression.



Advanced On the board, draw a typical thought balloon, with a cloudlike border and a chain of smaller balloons that connect the larger balloon to the character. Explain that this type of balloon is called a thought balloon and that it is often used in graphic novels or comic strips to show a character's thoughts. Have students fill in a thought balloon for each character in the top frame

of page 109 to show what Merish, his cousin, and the bullies may be thinking. Invite them to share these with the class.

Teach

Reading Strategy

1

Interpret Graphic Stories Students may say that Mersh is creative, unpredictable, brave, or clever.

Literary Element

2

Dialogue He seems to be confused and disappointed by what just happened.

APPROACHING Ask: **What does the bold print tell you about how the word *swallowed* would sound if it were read aloud?** (The word would be read with extra stress and expression.)

Writer's Technique

Illustrations Eisner combines narrative passages (as seen on the first page of the selection) with dialogue. Explain to students that narration involves telling a story. Ask students to think about other qualities of Eisner's technique. Ask: **How would this selection be different if it were a story without illustrations?** (Students may say that there would have to be many more descriptive passages about what the characters do and how they speak.)

1



2



Interpret Graphic Stories

What does Mersh's action tell you about his personality?

Dialogue How can you tell from his answer how the bully holding the hat feels now?

110 UNIT 1 What Makes a Hero?

Reading Practice



Draw Conclusions Remind students that drawing conclusions is figuring out more than what the author says directly. Ask: **Do you think that Mersh had a plan or strategy for dealing with the bullies? Why or why not?** (Students may say that Mersh probably intended to let the bullies make the first move and then try to outsmart them.)



Infer Explain to students that inferring is using clues from their knowledge as well as the text to draw a conclusion about what is not directly stated. Ask: **What do you think Mersh's cousin would say he learned from Mersh about dealing with bullies?** (Possible response: If you let bullies make the first move, you may be able to outsmart them.)

Teach

BQ BIG Question

He suspects a trick, so he swallows the piece of paper before the bullies can see it. The bullies can't protest without admitting that they were cheating.

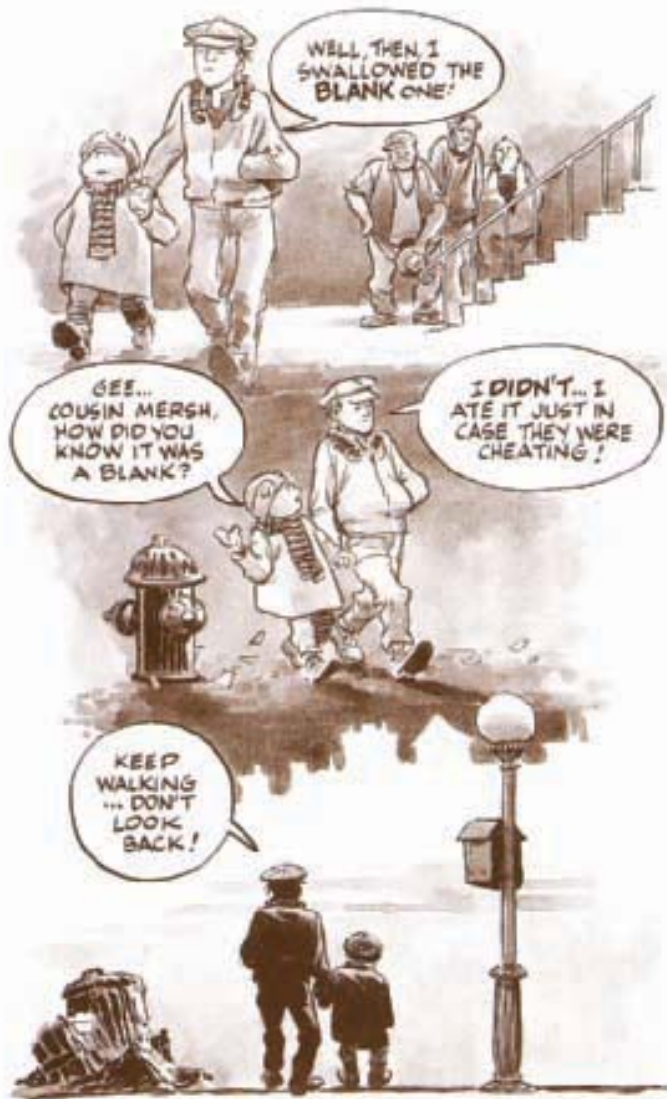
Literary Element

3

Dialogue Mersh takes care of his young cousin, and the younger boy looks up to Mersh.

ADVANCED Ask: What do Mersh's final words, *Don't look back*, suggest about the situation? (Students may observe that there is still a sense of danger in the situation and that it is best not to further provoke bullies, even by looking at them.)

To check students' understanding of the selection, see Unit 1 Teaching Resources, pp. 144–145.



BQ BIG Question

How does Mersh outsmart the bullies?

Dialogue What does their conversation tell you about the relationship between the two cousins?

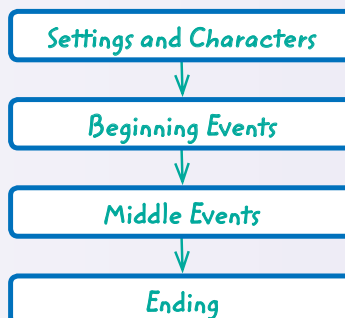
3

Street Magic 111

English Learners

DIFFERENTIATED INSTRUCTION

Beginning On the board, draw a story map like the one shown. To check comprehension, have students copy the story map. Ask students to fill in key story elements and events. Then have students use their story maps as a reference as they retell the story.



Intermediate Ask students to close their eyes and listen closely as you read aloud the bullies' dialogue on pages 106–107. Then ask students to draw a picture of a person or people who would say what the bullies say. Encourage students to be creative and draw without thinking of Eisner's depictions.

After You Read

Assess

 For additional assessment, see Assessment Resources, pp. 47–48.

Respond and Think Critically

Possible answers:

1. They live in a city neighborhood that includes immigrant families.
2. The plan is to put two pieces of paper in a hat and have Mersh choose one. One is supposed to say *guilty*, and the other is supposed to be blank, but both say *guilty*. The bullies will beat up Mersh if he draws a paper that says *guilty*.
3. The skills are like magic tricks that help immigrants deal with daily problems, such as bullies.
4. The bullies are mean, violent, and not very smart. They use slang and emphasize words to sound tough.
5. Both the words and the pictures are important. The words tell about the plan to fool Mersh, but the pictures show what the characters feel.
6. Mersh is a hero because he protects his cousin and sets an example of how to face threats without using violence.

Vocabulary Practice

1. c
2. f
The outrages of vandalism angered the neighborhood.
3. d
The historian was an authority on the Civil War.
4. a
The application of paint is the final stage in putting up a fence.

After You Read

Respond and Think Critically

1. In what kind of neighborhood do Mersh and his young cousin live? **[Recall]**
2. Briefly summarize the plan that one of the bullies makes to beat Mersh up “fair and square.” **[Summarize]**
3. Why does the author call the immigrants’ survival skills “magic spells” and “street magic”? **[Interpret]**
4. **Literary Element Dialogue** What does the dialogue among the bullies reveal about their personalities? **[Infer]**
5. **Reading Strategy Interpret Graphic Stories** Review the notes from the chart you made. Which details were most important in conveying the story—words, pictures, or both? Explain. **[Evaluate]**
6. **BQ BIG Question** In what ways do you think Mersh is a hero? **[Conclude]**

Vocabulary Practice

Match each boldface vocabulary word with a word from the right column that has the same meaning. Two of the words in the right column will not have matches. Then use each vocabulary word in a sentence or draw or find a picture that represents the word.

- | | |
|----------------|-------------|
| 1. immigrant | a. use |
| 2. outrages | b. ignorant |
| 3. authority | c. foreign |
| 4. application | d. expert |
| | e. general |
| | f. offenses |

Example: immigrant

Sentence: Immigrant children often pick up a new language quickly.

Writing

Write a Scene Think of a time when you or someone you know came up with a clever solution to a problem. Create a scene from a graphic story that shows the solution. Remember that graphic stories use the same basic elements as text narratives. These elements include plot, characters and characterization, setting, and dialogue.

112 UNIT 1 What Makes a Hero?

Writing

Write a Scene Students’ scenes should depict the clever solution to a problem and present the problem in a graphic story. They should tell the story using both text and pictures and use the same elements as a text narrative: plot, characters, setting, and dialogue.

TIP

Concluding

To answer question 6, try this strategy:

- Ask yourself, what qualities does a hero have?
- Look for evidence in the story that shows whether Mersh has some of these qualities.

FOLDABLES Study Organizer

Keep track of your ideas about the **BIG Question** in your unit Foldable.

Literature Online

Selection Resources

For Selection Quizzes, eFlashcards, and Reading-Writing Connection activities, go to glencoe.com and enter QuickPass code GL19756u1.

Progress Check

Can students comprehend vocabulary?

If...fewer than 2 answers are correct

Then...  Glencoe Interactive Vocabulary CD-ROM.

Before You Read

Stray

Connect to the Story

Think about a time when you deeply wanted something, even though there were plenty of good reasons for you not to have it.

Partner Talk With a partner, talk about what you wanted so much. Did you get it? Why or why not? What was your reaction?

Build Background

"Stray" is a short story about a family that takes in a stray dog.

- Although animal shelters—often called pounds—try to find new homes for many animals, some cats and dogs cannot be adopted. They may be too sick or have behavior problems. Sometimes there are not enough people willing to adopt the animals.
- Animal shelters take in 6 to 8 million dogs and cats each year in the United States. About half of that number of animals go unadopted because not enough homes are found for them. That means about 3 to 4 million dogs and cats are euthanized, or killed in a merciful manner.

Vocabulary

eaves (ēvz) *n.* lower edge of a sloping roof projecting beyond the sides of a building (p. 115).

Mr. Chavez hung the holiday lights from the eaves of the house.

grudgingly (gruj'ing lē) *adv.* angrily; resentfully (p. 116).

Danica grudgingly shared her piece of cake with her younger brother.

lain (lān) *v.* placed one's body in a flat position on the ground or other surface (p. 117).

We heard that the campers had lain in their sleeping bags until almost noon.

starvation (star vā' shən) *n.* act or instance of suffering or dying of hunger (p. 118).

Eliminating starvation is a critical issue in some developing countries.

Meet Cynthia Rylant

"I love being a writer because I want to leave something here on Earth to make it better, prettier, stronger."

—Cynthia Rylant

Appalachian Childhood

When Cynthia Rylant was four years old, she went to live with her grandparents in West Virginia. Her experiences from that time are an important part of the stories she tells. Rylant writes to make the world a better place, saying, "Every person is able to add beauty."

Literary Works Rylant has written more than 60 books and won the Newbery Medal in 1993. Cynthia Rylant was born in 1954.



Literature Online

Author Search For more about Cynthia Rylant, go to glencoe.com and enter QuickPass code GL19756u1.

Before You Read

Focus

Bellringer Options

Daily Language Practice Transparency 20

Have students share stories about a pet they have or used to have. **Ask:** **What makes this pet so special?** Instruct students to talk about how the pet fits in (or doesn't fit in) with the family. Explain that people can form very real emotional bonds with their pets. Pets can be very important members of the family.

Vocabulary

ENGLISH LEARNERS Say: **One way to remember the meaning of a word is to explore the feelings that you associate with it. On an index card, draw a web diagram. Write a vocabulary word, such as *grudgingly*, in the center of the web. Then write the feelings that you associate with this word in the radiating circles.**



For additional vocabulary practice, see Unit 1 Teaching Resources, p. 154.

Stray 113

English Learners

DIFFERENTIATED INSTRUCTION

Vocabulary Preteaching Have students form small groups. A volunteer from each will read aloud an assigned word's definition. Suggest that they demonstrate the word's meaning with physical actions.

- eaves: clasp hands above head to make a triangular shape, as if inside a house
- grudgingly: fold arms and make an angry face
- lain: lay flat on the floor or a desk
- starvation: clutch one's stomach in pain

Approaching Level

DIFFERENTIATED INSTRUCTION

Vocabulary Preteaching Have students work in small groups to discuss the part of speech of each word. Have them tell how they came up with their responses and then have them check their answers in a dictionary and use the words in a sentence.

Before You Read

Focus

Summary

Doris Lacey brings a stray puppy inside to save it from the bitter cold. Although Doris's parents do not want a dog, they decide to keep it until the roads are cleared of snow and Mr. Lacey can take the dog to the pound. Doris becomes increasingly attached to the dog as the days pass. Once the roads are clear, Mr. Lacey takes the dog to the pound. Doris is heartbroken. Mr. Lacey, after seeing the poor conditions at the dog pound, brings the dog home.

For summaries in languages other than English, see Unit 1 Teaching Resources, pp. 146–151.

Literary Element

Characterization Explain to students that understanding our own personalities is an important factor in understanding how we interpret life's situations. After a short discussion, review the question about Doris and her parents.

Reading Skill

Analyze Plot Point out that students analyze every time they try to understand how something works. Show a picture of a machine, such as a car or windmill. Have students discuss the components that make the machine work.

TRY IT

We can discuss the movie's events and the decisions the characters made that brought about those events.

Set Purposes for Reading

BQ BIG Question

As you read, ask yourself, why is it sometimes difficult to act heroically?

Literary Element Characterization

Characterization is the way a writer develops a character's personality. In **direct characterization**, the story's narrator makes direct statements about a character's personality. In **indirect characterization**, the writer reveals a character's personality through the character's words and actions and through what other characters think and say about that character.

Understanding characterization helps you determine the effects the characters have on the plot and resolution of the conflict.

As you read, ask yourself, what are the personalities of Doris and her parents, and what happens when they take in a stray puppy?

Reading Skill Analyze Plot

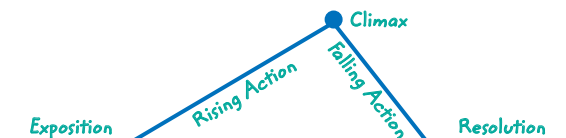
When you **analyze plot**, or the story's events, you pay attention to the five stages of the plot—exposition, rising action, climax, falling action, and resolution.

Analyzing plot helps you understand what you read.

To analyze plot, pay attention to

- the exposition, which introduces the characters, setting, and conflict
- the rising action, or how the conflict develops
- the climax, which is the point of greatest interest or suspense
- the falling action, or what happens after the climax
- the resolution, or final outcome

You may find it helpful to use a graphic organizer like the one below. Identify the stages in the plot of "Stray" as you read.



Characters: Doris, Mr. Lacey, Mrs. Lacey
Setting:
Conflict:

Learning Objectives

For pages 113–119

In studying this text, you will focus on the following objectives:

Reading: Analyze plot.

Literary Study: Analyze characterization.

TRY IT

Analyze Plot You and a friend are watching a confusing movie. It is hard to understand some parts of the plot. What can you and your friend discuss to help you understand the plot?

114 UNIT 1 What Makes a Hero?

Approaching Level

DIFFERENTIATED INSTRUCTION

Emerging Have students create a three-column chart on a piece of paper before they begin reading. In the first column, they should write down confusing words, sentences, or situations they encounter as they read. In the second column, they should write a question about the

confusing item, such as "What does this word mean?" or "What is happening here?" In the third column, after looking up the confusing word or reasoning out what is happening, they should write a response to their question.

Teach

Reading Skill

1

Analyze Plot The puppy may have gotten lost in the storm or been abandoned by its owner.



For additional reading skill or strategy practice, see Unit 1 Teaching Resources, p. 153.

Cultural History

Animal Control Some students may be unfamiliar with animal control regulations. Discuss animal control worker tasks:

- Use nets and tranquilizers to take animals from poor environments
- Euthanize (“put to sleep”) sick, unwanted, or injured animals
- Give animals care and shelter
- Lead public awareness campaigns regarding animal safety and care

Ask students to explain whether they think the tasks are fair or kind to the animals.

Readability Scores

Dale-Chall: 4.6

DRP: 49

Lexile: 780

Stray

Cynthia Rylant

In January, a puppy wandered onto the property of Mr. Amos Lacey and his wife, Maggie, and their daughter, Doris. Icicles hung three feet or more from the **eaves** of houses, snowdrifts swallowed up automobiles, and the birds were so fluffed up they looked comic.

The puppy had been abandoned,¹ and it made its way down the road toward the Laceys’ small house, its tail between its legs, shivering.

Doris, whose school had been called off because of the snow, was out shoveling the cinder-block front steps when she spotted the pup on the road. She set down the shovel.

“Hey! Come on!” she called.

The puppy stopped in the road, wagging its tail timidly,² trembling with shyness and cold.

Doris trudged through the yard, went up the shoveled drive and met the dog.

¹ An **abandoned** puppy has been given up or left behind.

² If a puppy behaves **timidly**, it acts fearfully and without courage.

Vocabulary

eaves (ēvz) *n.* lower edge of a sloping roof projecting beyond the sides of a building

1

Analyze Plot What do you think has happened to the puppy?

Stray 115

English Learners

DIFFERENTIATED INSTRUCTION



SMALL GROUP **Intermediate** Emphasize that Doris does not name the dog because naming something establishes a connection with it. Ask students to work with partners or in small groups to discuss their own names or the names of parents, siblings, pets, or objects. Suggest that students address these questions:

- Who or what is the person, pet, or object?
- What is its relationship to you?

- Who chose the name?
- What does the name mean, both literally and personally?
- Why was the name chosen?
- If you could rename yourself or your pet, what name would you choose? Why?

Teach

Literary Element

1

Characterization Mr. Lacey is very clear that he doesn't want the puppy.

For additional literary element practice, see Unit 1 Teaching Resources, p. 152.

Cultural History

Roles of Dogs Humans have kept domesticated dogs for over 12,000 years. In the West, most dogs are kept as companions. In parts of Asia, however, dogs are more often used as guardians and for food. Remind students that it is important to understand and respect cultural differences related to dogs' functions in society.

For an audio recording of this selection, use Listening Library Audio CD-ROM.



Sleeping Blue Dog.
Jung Im Jang.



View the Art How would you describe the feeling you get when you look at this painting? What elements of the painting add to the feeling?

1

"Come on, pooch."

"Where did *that* come from?" Mrs. Lacey asked as soon as Doris put the dog down in the kitchen.

Mr. Lacey was at the table, cleaning his fingernails with his pocketknife. The snow was keeping him home from his job at the warehouse.

"I don't know where it came from," he said mildly, "but I know for sure where it's going."

Doris hugged the puppy hard against her. She said nothing.

Because the roads would be too bad for travel for many days, Mr. Lacey couldn't get out to take the puppy to the pound in the city right away. He agreed to let it sleep in the basement, while Mrs. Lacey **grudgingly** let Doris feed it table scraps. The woman was sensitive about throwing out food.

By the looks of it, Doris figured the puppy was about six months old and on its way to being a big dog. She thought it might have some shepherd in it.

Four days passed and the puppy did not complain. It never cried in the night or howled at the wind. It didn't tear up everything in the basement. It wouldn't even follow Doris up the basement steps unless it was invited.

It was a good dog.

Several times Doris had opened the door in the kitchen that led to the basement, and the puppy had been there, all stretched out, on the top step. Doris knew it had

Vocabulary

grudgingly (gru' ing lē) *adv.* angrily; resentfully

Characterization What can you tell about Mr. Lacey based on his words?

116 UNIT 1 What Makes a Hero?



Writing Practice

Classroom Display Tell students that sometimes people, animals, or things come into people's lives unexpectedly. Perhaps a surprise encounter led to a friendship, or an animal befriended them. Ask a student or a group of two or three students to create a large treasure chest from construction paper and tack it to a bulletin board. Invite students to write about times when unexpected treasures came into their lives.

Invite volunteers to share their writing with the class. Have students cut symbolic shapes from construction paper on which to mount their writing. Then add the writing to the class treasure chest.

Teach

Reading Skill

2

Analyze Plot Doris is trying to “soften her parents up” about the dog, but their attitudes are rigid. **Say:** **Think about the dog’s needs and the family’s needs. What is fair in this situation?** (Possible response: If the family cannot afford the dog, then it isn’t fair to keep it.)

Literary Element

3

Characterization It is nearly the same. She is realistic and uninterested in keeping the dog.

wanted some company and that it had **lain** against the door, listening to the talk in the kitchen, smelling the food, being a part of things. It always wagged its tail, eyes all sleepy, when she found it there.

Even after a week had gone by, Doris didn’t name the dog. She knew her parents wouldn’t let her keep it, that her father made so little money any pets were out of the question, and that the pup would definitely go to the pound when the weather cleared.

Still, she tried talking to them about the dog at dinner one night.

“She’s a good dog, isn’t she?” Doris said, hoping one of them would agree with her.

Her parents glanced at each other and went on eating.

“She’s not much trouble,” Doris added. “I like her.” She smiled at them, but they continued to ignore her.

“I figure she’s real smart,” Doris said to her mother. “I could teach her things.”

Mrs. Lacey just shook her head and stuffed a forkful of sweet potato in her mouth. Doris fell silent, praying the weather would never clear.

But on Saturday, nine days after the dog had arrived, the sun was shining and the roads were plowed. Mr. Lacey opened up the trunk of his car and came into the house.

Doris was sitting alone in the living room, hugging a pillow and rocking back and forth on the edge of a chair. She was trying not to cry but she was not strong enough. Her face was wet and red, her eyes full of distress.³

Mrs. Lacey looked into the room from the doorway.

“Mama,” Doris said in a small voice. “Please.”

Mrs. Lacey shook her head.

“You know we can’t afford a dog, Doris. You try to act more grown-up about this.”

Doris pressed her face into the pillow.

Outside, she heard the trunk of the car slam shut, one of the doors open and close, the old engine cough and choke and finally start up.

³ Someone in **distress** is suffering in body or mind.

Vocabulary

lain (lān) v. placed one’s body in a flat position on the ground or other surface

2

Analyze Plot How is the author introducing rising tension?

3

Characterization How does Mrs. Lacey’s attitude here compare with her attitude earlier?

Stray 117

Approaching Level

DIFFERENTIATED INSTRUCTION



Established Explain to the class that tone is an important aspect of reading fluency. Remind students that tone is the speaker’s attitude toward a subject. Point out Mrs. Lacey’s line “Where did that come from?” Discuss how the line should be delivered. Have students pair up. Then ask them to practice delivering the line in different tones by first deciding how the speaker feels about the dog and then creating a tone that conveys

the speaker’s attitude. Have students experiment with several attitudes. Then ask students to do the same with Doris’s lines on this page. Invite students to deliver the lines to the class in different ways. Ask the class to identify the tone of each delivery.

Teach

Reading Skill

1

Analyze Plot It is the climax of the story, so the suspense is at its highest point. The direction of the story will change now.

BQ BIG Question

He shows compassion for the dog even though he can't afford to keep it.

"Daddy," she whispered. "Please."

1

She heard the car travel down the road, and though it was early afternoon, she could do nothing but go to her bed. She cried herself to sleep, and her dreams were full of searching and searching for things lost.

It was nearly night when she finally woke up. Lying there, like stone, still exhausted, she wondered if she would ever in her life have anything. She stared at the wall for a while.

But she started feeling hungry, and she knew she'd have to make herself get out of bed and eat some dinner. She wanted not to go into the kitchen, past the basement door. She wanted not to face her parents.

But she rose up heavily.

Her parents were sitting at the table, dinner over, drinking coffee. They looked at her when she came in, but she kept her head down. No one spoke.

Doris made herself a glass of powdered milk and drank it all down. Then she picked up a cold biscuit and started out of the room.

"You'd better feed that mutt before it dies of **starvation**," Mr. Lacey said.

Doris turned around.

"What?"

"I said, you'd better feed your dog. I figure it's looking for you."

Doris put her hand to her mouth.

"You didn't take her?" she asked.

"Oh, I took her all right," her father answered. "Worst-looking place I've ever seen. Ten dogs to a cage. Smell was enough to knock you down. And they give an animal six days to live. Then they kill it with some kind of a shot."

Doris stared at her father.

"I wouldn't leave an *ant* in that place," he said. "So I brought the dog back."

Mrs. Lacey was smiling at him and shaking her head as if she would never, ever, understand him.

Mr. Lacey sipped his coffee.

"Well," he said, "are you going to feed it or not?" 🐾

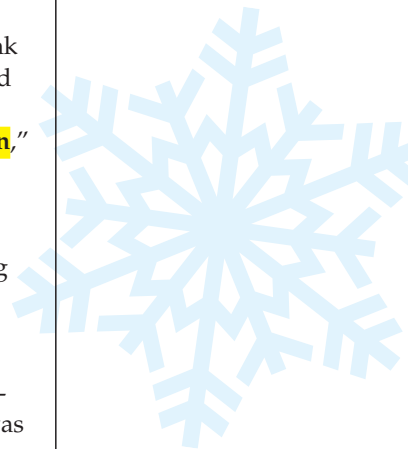
Vocabulary

starvation (star vā' shən) *n.* act or instance of suffering or dying of hunger

Analyze Plot How would you describe the level of suspense at this point in the story?

**BQ** BIG Question

What is heroic about Mr. Lacey's bringing the dog back?



Reading Practice

SPIRAL REVIEW



SMALL GROUP



Summarize Remind students that a summary is a brief statement of the main points of a piece of writing. Have students form small groups. Each group should come up with a summary of the short story. Have the groups share their summaries with the class. Then discuss how each summary could be shorter or more informative.

SPIRAL REVIEW



Dialogue Remind students that dialogue is a conversation between characters in a story. Have students reread the dialogue on the final page of the story. For each piece of dialogue, ask them to identify which character is speaking. For pieces of dialogue whose speaker is not immediately obvious, have students find clues in the dialogue that tell

them who is speaking. Good clues are the attitudes or ideas the speech reveals. Explain that not every piece of writing will explicitly state who is speaking through tags such as "he said" and "she said."

After You Read

Assess

For additional assessment, see Assessment Resources, pp. 49–50.

Respond and Think Critically

Possible answers:

1. They can't take it to the pound because of the heavy snow.
2. Students may say that they would suggest ways they could earn money to pay for the dog's upkeep.
3. Students may say that naming the dog would establish a deeper connection between Doris and the dog. It would make it more difficult for Doris to let the dog go.
4. Doris is young and idealistic. Her parents are realistic and responsible. Doris understands why her parents won't let her keep the dog, yet she is upset when her father takes it to the pound.
5. After Mr. Lacey takes the dog to the pound, Doris cries herself to sleep. Her father later reveals that he has brought the dog home because of terrible conditions at the pound.
6. Students may say that Doris's actions are heroic because she tries to save a stray animal that is in distress and because she tries to convince her parents to keep the dog against their will.

For grammar practice, see Unit 1 Teaching Resources, p. 156.

Vocabulary Practice

1. A
2. B
3. B
4. A

After You Read

Respond and Think Critically

1. Why do Doris's parents let the dog stay at first? **[Recall]**
2. Even though Doris knows her parents won't let her keep the dog, she tries talking with them about it at dinner. What would you have said to get them to change their minds? **[Connect]**
3. Doris never names the dog. How would you explain that? **[Infer]**
4. **Literary Element Characterization** How would you describe the relationship between Doris and her parents? **[Evaluate]**
5. **Reading Skill Analyze Plot** Look back at the graphic organizer you completed as you read. What events make up this story's falling action? **[Analyze]**
6. **BQ BIG Question** How are Doris's actions heroic? **[Conclude]**

Vocabulary Practice

Choose the sentence that uses the vocabulary word correctly.

1. **A.** Water dripped from the **eaves** onto the front lawn.
B. Karen took the **eaves** down to the basement.
2. **A.** The birds had **lain** quickly through the air to escape the coming storm.
B. The dog had **lain** close to the fire to stay warm during the cold night.
3. **A.** Catherine was very happy as she **grudgingly** ate the delicious meal.
B. Raymond **grudgingly** gave up his good seat at the concert.
4. **A.** Because of a famine, many people were suffering from **starvation**.
B. Because of their **starvation**, the actors were filled with energy and excitement.

Writing

Write a Letter Write a persuasive letter from Doris's point of view that argues for keeping the stray puppy. Be sure to support the argument with organized and relevant reasons. Anticipate counterarguments her parents might make and address those concerns in the letter. Proofread your letter for errors in spelling, punctuation, and grammar.

TIP

Connecting

Here are some tips to help you answer question 2. Remember that when you make a connection, you examine how a situation is similar to something in your own life.

- Recall the reasons Doris's parents give for rejecting the idea of keeping the stray dog.
- Skim to remind yourself how Doris tries to get her parents to change their minds.
- Put yourself in Doris's position and add what you would say in the same circumstance.

FOLDABLES Study Organizer Keep track of your ideas about the **BIG Question** in your unit Foldable.

Literature Online

Selection Resources

For Selection Quizzes, eFlashcards, and Reading-Writing Connection activities, go to glencoe.com and enter QuickPass code GL19756u1.

Stray 119

Progress Check

Can students comprehend vocabulary?

If...fewer than 2 answers are correct

Then...  Glencoe Interactive Vocabulary CD-ROM.

Writing

Write a Letter Letters will vary but should include details from the story to support the character's point of view. The letter should consider her parents' counterarguments and how she would respond to those arguments.

Grammar Workshop

Sentence Combining

Focus

Write the following sentence from “Stray” on the board:

Doris hugged the puppy hard against her.

Ask: What is the subject in this sentence? What is the predicate? (The subject is Doris. The predicate is hugged.) Remind students that the subject is the part of a sentence that is being or is doing something, and the predicate tells what the subject is being or doing.

Teach

Teaching Note

Direct Objects Draw students’ attention to the sentence, “She set down the shovel.” Remind them that *she* is the subject and *set* is the predicate. Explain that in this sentence, *shovel* is the direct object. A direct object receives the action of a verb. It answers the question *whom?* or *what?* after an action verb. Ask students to identify the direct object in the sentence you wrote on the board: “Doris hugged the puppy hard against her.” (*puppy*)

Learning Objectives

For pages 120–121

In this workshop, you will focus on the following objective:

Grammar: Understanding how to combine sentences.

Watch Out!

When you use a coordinating conjunction to combine two main clauses, remember to add a comma before the conjunction.

Helpful Hint

Recognizing common subordinating conjunctions can help you to identify subordinate clauses: *after, although, as, as if, as though, because, before, if, since, so, that, though, till, unless, until, when, where, whereas, while.*

Grammar Workshop

Sentence Combining

Too many short sentences can make writing sound choppy or boring. In “Stray,” Cynthia Rylant combines sentences in a variety of ways to make her writing lively and clear. She includes simple, compound, complex, and compound-complex sentence structures.

Simple Sentences

A simple sentence has only one main clause—also called an independent clause—and no dependent, or subordinate, clauses. Main clauses have a subject and a predicate and can stand alone as a sentence. Look at this simple sentence from the story:

“She set down the shovel.”

Compound Sentences

When you have written a few simple sentences that are closely related in meaning, try combining them to form compound sentences. A compound sentence contains two or more simple sentences. You can combine two or more related simple sentences into a compound sentence by using conjunctions such as *and*, *but*, or *or*. Look at this sentence from the story:

“She cried herself to sleep, and her dreams were full of searching and searching for things lost.”

Rylant uses the coordinating conjunction *and* to join the two closely related main clauses. Other coordinating conjunctions include *but*, *so*, *or*, *nor*, *for*, and *yet*.

Complex Sentences

A dependent clause, also called a subordinate clause, has a subject and a predicate, but it makes sense only when attached to a main clause. Look at this sentence from the story:

“Because the roads would be too bad for travel for many days, Mr. Lacey couldn’t get out to take the puppy to the pound in the city right away.”

The first clause is dependent—it does not make sense on its own. Subordinating conjunctions, words such as *after*, *as*, *when*, *where*, or *because*, often begin dependent clauses. If a dependent clause begins the sentence, put a comma after the clause.

120 UNIT 1 What Makes a Hero?

Grammar Practice

Compound and Complex Sentences Read the pairs of sentences below. Have students listen carefully and decide how they can combine each pair to make a compound or complex sentence. Ask volunteers to share their answers with the class.

- I was cold. I put on a sweater. (Possible response: *I was cold, so I put on a sweater.*)
- I like spinach. I don’t like broccoli. (Possible response: *I like spinach, but I don’t like broccoli.*)

- I have a dog. I have a cat. (Possible response: *I have a dog and a cat.*)
- My teacher needed a vacation. He was tired. (Possible response: *My teacher needed a vacation because he was tired.*)

Sentence Combining

Teach

Teaching Note

Commas in Complex Sentences

Explain that a dependent clause that comes *before* an independent clause should be followed by a comma. For example: “Because the roads would be too bad to travel for many days, Mr. Lacey couldn’t get out to take the puppy to the pound in the city right away.” Then explain that a dependent clause that comes *after* an independent clause should *not* be followed by a comma if the dependent clause is needed to clarify the independent clause.

Assess

Possible responses:

1. Four days passed, and the puppy did not complain.
2. While he agreed to let it sleep in the basement, Mrs. Lacey grudgingly let Doris feed it table scraps.
3. Although Mr. Lacey seemed stern, He was kind, and he didn’t want the puppy to be harmed.

Compound-Complex Sentences

Look at the following sentence from the story:

“They looked at her when she came in, but she kept her head down.”

Look at each clause in the sentence and identify it as a main clause (independent) or as a subordinate clause (dependent).

They looked at her (main clause)

when she came in, (subordinate clause)

but she kept her head down. (main clause)

A compound-complex sentence contains two or more main clauses and one or more subordinate clauses. Notice that the main clauses in the sentence from the story express complete thoughts. The subordinate clause depends on the rest of the sentence to make sense and contains the subordinating conjunction *when*.

TRY IT: Sentence Combining

Combine the sentences in each numbered item into one new sentence, using the sentence types and conjunctions given.

1. compound sentence

- a. Four days passed.
 - b. The puppy did not complain.
- coordinating conjunction: *and*

2. complex sentence

- a. He agreed to let it sleep in the basement.
 - b. Mrs. Lacey grudgingly let Doris feed it table scraps.
- subordinating conjunction: *while*

3. compound-complex sentence

- a. Mr. Lacey seemed stern.
 - b. He was kind.
 - c. He didn’t want the puppy to be harmed.
- subordinating conjunction: *although*
coordinating conjunction: *and*

Watch Out!

A dependent clause may appear at the beginning, in the middle, or at the end of a sentence. Put a comma after a dependent clause when it begins a sentence. Put a comma before and after the dependent clause when it appears in the middle of a sentence.

Helpful Hint

Sometimes a short sentence is more effective than a long one. Include a variety of sentence structures to ensure your writing expresses your ideas in an interesting way.



Grammar For more grammar practice, go to glencoe.com and enter QuickPass code GL19756u1.

English Learners

DIFFERENTIATED INSTRUCTION

Beginning Remind students that conjunctions are used to join ideas. Define the following conjunctions for students:

and joins ideas, stresses similarities

but joins ideas, stresses differences

or shows alternatives

nor shows a negative alternative

yet suggests that the second idea is unexpected

so suggests that the second idea is needed

because of the first
for shows a causal relationship

Have students record these terms and definitions in their notebooks. Then help them identify examples of each conjunction in “Stray” and in other selections in this unit. Tell students to record the examples in their notebooks next to the conjunctions and their definitions.

Progress Check

Can students combine sentences?

If...fewer than 2 answers are correct

Then... Grammar Practice on www.glencoe.com

Before You Read

Focus

Bellringer Options



Literature Launchers: Pre-Reading Videos DVD, Selection Launcher

Selection Focus Transparency 4

Daily Language Practice Transparencies 21, 22

Or have students share humorous stories. In pairs, students should tell stories about humorous situations, relationships, or language that they or someone they know experienced.

Ask: **What makes these stories so funny?** Instruct students to list the elements that make their stories humorous.

Vocabulary

Have small groups of students pick out one vocabulary word from the list.

Ask: **As a group, how would you act out your vocabulary word?** Give each group a few minutes to plan the skit. Then each group should perform the skit for the class. Tell students that it's okay if several groups have the same word because each group will act it out differently.

Before You Read

Pecos Bill

Connect to the Tall Tale

What does it mean to be “larger than life”? Who do you think is a modern-day, larger-than-life hero?

Quickwrite Write down the names of people you consider to be larger-than-life heroes. What makes them special or different from other kinds of heroes?

Build Background

Some tall-tale heroes are based on real people, such as Casey Jones, a train engineer on the Illinois Central Railroad who died heroically holding his brake during a crash. On the other hand, the Paul Bunyan stories were probably made up by loggers.

Pecos Bill had a different kind of beginning. He was not a real person, and he wasn't made up by a group. In 1923 Edward O'Reilly wrote a magazine story with a cowboy hero named Pecos Bill. Other writers used the character and wrote more fantastic adventures featuring him.

Vocabulary

desolate (des' ə lit) *adj.* empty of people; deserted (p. 124).
No life could be seen in the desolate landscape.

coincidence (kō in' si dəns) *n.* the occurrence of unrelated events that appear to be connected (p. 125). *It is a coincidence that Claire and her best friend have the same birthday.*

parched (pächt) *adj.* dried out or shriveled, usually from heat (p. 129). *The ground was parched and cracked after many weeks without rain.*

cyclone (sī' klōn) *n.* a violent windstorm in which winds move in a circle, such as in a tornado, and which commonly brings heavy rain (p. 129).
Our neighbor's roof blew off during the cyclone.

barren (bar' ən) *adj.* containing little or no plant life; bare (p. 130). *Animals must look hard to find food in the barren desert.*

Meet Mary Pope Osborne



“Reading and writing are about the magic of the imagination.”

—Mary Pope Osborne

Armchair Adventurer To Mary Pope Osborne, writing stories is like going on an adventure without ever leaving home. As a writer, she has traveled on the back of a moonhorse, visited the imaginary world of the ancient Greek gods, and worked as a detective. In real life, she has lived in a cave in Greece, traveled through Asia, and written more than fifty books.

Literary Works Osborne is probably best known for her *Magic Treehouse* series. She has also written nonfiction, picture books, and novels for young adults.

Mary Pope Osborne was born in 1949.



Literature Online

Author Search For more about Mary Pope Osborne, go to glencoe.com and enter QuickPass code GL19756u1.

122 UNIT 1 What Makes a Hero?

Approaching Level

DIFFERENTIATED INSTRUCTION



Vocabulary Preteaching Direct students to the vocabulary words. Ask volunteers to read aloud each word, its definition, and the sample sentence. Then, have students create posters to visually demonstrate the meaning of each vocabulary word. They may cut out pictures

from old magazines or draw their own pictures on their posters. If students have difficulty selecting or drawing images to represent the meanings of the words, have them refer to the definitions and sample sentences for ideas.



For additional vocabulary practice, see Unit 1 Teaching Resources, p. 168.

Set Purposes for Reading

BQ BIG Question

As you read, ask yourself how Pecos Bill is different from other cowboys you've read about. What qualities makes him a tall-tale hero?

Literary Element Tone

The **tone** of a work is the author's attitude toward a subject. For example, the tone may be threatening, serious, or light. The tone of a tall tale is usually light, humorous, or boastful. One way the author creates tone is through word choice. In "Pecos Bill," the author uses slang, exaggeration, and funny expressions to create humor.

Recognizing the author's choice of words and details that create the tone helps you understand the story.

As you read, ask yourself, what word choices help me understand the author's attitude toward Pecos Bill?

Reading Skill Analyze Story Elements

Tall tales are imaginative stories of adventures or amazing feats of folk heroes. Like other stories, tall tales contain **story elements** such as **plot**, **characters**, **setting**, and **theme**. In a tall tale, the descriptions of the characters and events in the plot are exaggerated, but the settings are realistic. These elements work together to convey the theme.

Analyzing the story elements in a tall tale helps you to realize that the author's purpose is to entertain you by making the characters and events more amazing than they could possibly be in real life.

To **analyze story elements** in a tall tale, pay attention to

- the exaggerated qualities of characters
- the humorous and impossible deeds in the plot
- the realistic setting
- the main point of the story

As you read, look for characteristics of tall tales: larger-than-life hero, exaggeration, and humor. You may find it helpful to use a graphic organizer like the one below.

Larger-than-life hero	Exaggeration	Humor

Learning Objectives

For pages 122–134

In studying this text, you will focus on the following objectives:

Literary Study: Analyzing tone.

Reading: Analyzing story elements.

TRY IT

Analyze Story Elements Think about tall-tale heroes you have read or heard about such as Paul Bunyan, Johnny Appleseed, or Davy Crockett. How are parts of the stories the same? How are they different?

Before You Read

Focus

Summary

Pecos Bill, tall-tale hero, is raised by coyotes after he falls from his family's wagon traveling west. He finds out he is human at age seventeen and works as a ranch hand. Then, he becomes the leader of the Hell's Gate Gang. After adventures that include taming a cyclone to end a drought, he meets his match and marries Slue-foot Sue.

For summaries in languages other than English, see Unit 1 Teaching Resources, pp. 160–165.

Literary Element

Tone Tone is conveyed partly through the author's choice of words. As students read, ask them to identify words that are humorous or silly. Students might find that Pecos Bill uses slang that sounds funny.

Reading Skill

Analyze Story Elements Point out that students often talk about the parts of stories that they like. When they do this, they are analyzing story elements. Ask students what they liked about a story they have read.

TRY IT

Some tall tales include more exaggeration than others. Some are based on the lives of real people, such as Johnny Appleseed and Davy Crockett.

Other options for teaching this selection can be found in

- Interactive Read and Write for On-Level Learners, pp. 29–44
- Interactive Read and Write for English Learners, pp. 29–44
- Interactive Read and Write for Approaching Level Learners, pp. 29–44

Pecos Bill 123

English Learners

DIFFERENTIATED INSTRUCTION

Beginning To help students understand the setting of the story, show them pictures of the Old West. Help them identify coyotes, grizzly bears, broncos, cyclones, and other story references. You may also wish to have students create a chart like the one below. In addition to noting examples of each category, they can also look for visual representations of each.

Category	Examples
People	cowboy
Animals	coyote, grizzly bear
Weather	cyclone, drought
The Land	Death Valley, desert, plains, mesas

Teach

Reading Skill

1

Analyze Story Elements His capabilities are highly exaggerated; babies don't act like this.

ENGLISH LEARNERS Ask: What does the verb *teethed* mean? How does it relate to the noun *teeth*?



For additional reading skill or strategy practice, see Unit 1 Teaching Resources, p. 167.



For an audio recording of this selection, use Listening Library Audio CD-ROM.

Readability Scores

Dale-Chall: 6.4
DRP: 52
Lexile: 950

Pecos Bill

Mary Pope Osborne



Ask any coyote near the Pecos River in western Texas who was the best cowboy who ever lived, and he'll throw back his head and howl, "Ah-hooo!" If you didn't know already, that's coyote language for *Pecos Bill*.

1 When Pecos Bill was a little baby, he was as tough as a pine knot. He teethed on horseshoes instead of teething rings and played with grizzly bears instead of teddy bears. He could have grown up just fine in the untamed land of eastern Texas. But one day his pappy¹ ran in from the fields, hollering, "Pack up, Ma! Neighbors movin' in fifty miles away! It's gettin' too crowded!"

Before sundown Bill's folks loaded their fifteen kids and all their belongings into their covered wagon and started west.

As they clattered across the **desolate** land of western Texas, the crushing heat nearly drove them all crazy. Baby Bill got so hot and cross that he began to wallop his big

¹ **Pappy** is a changed form of *papa*, so here it refers to Pecos Bill's father.

Vocabulary

desolate (des' ə lit) *adj.* empty of people; deserted

Analyze Story Elements

How does Pecos Bill fit the description of a tall-tale hero?

Reading Practice

Understand Cultural Context Explain to students that cultural context refers to the customs and beliefs that form the background of a story. Ask: **In what way is the Wild West different from where you live today? Do you think you would have enjoyed living in the Wild West?** (Students may say that people had to be tougher in the Wild West.)

Clarify Explain to students that to clarify means to clear up confusing or difficult passages as you read. Paraphrasing, or putting something in your own words, can help you clarify. Say: **After reading the definitions of the footnoted words, paraphrase the text in which they appear.** Ask: **How does the language used in the story help make it more humorous?** (Students may say that the Wild West dialect contributes to the story's humorous tone.)

brothers. Pretty soon all fifteen kids were going at one another tooth and nail. Before they turned each other into catfish bait, Bill fell out of the wagon and landed *kerplop* on the sun-scorched desert.

The others were so busy fighting that they didn't even notice the baby was missing until it was too late to do anything about it.

Well, tough little Bill just sat there in the dirt, watching his family rattle off in a cloud of dust, until an old coyote walked over and sniffed him.

"Goo-goo!" Bill said.

Now it's an amazing **coincidence**, but "Goo-goo" happens to mean something similar to "Glad to meet you" in coyote language. Naturally the old coyote figured he'd come across one of his own kind. He gave Bill a big lick and picked him up by the scruff of the neck and carried him home to his den.

Bill soon discovered the coyote's kinfolk² were about the wildest, roughest bunch you could imagine. Before he knew it, he was roaming the prairies with the pack. He howled at the moon, sniffed the brush, and chased lizards across the sand. He was having such a good time, scuttling about naked and dirty on all fours, that he completely forgot what it was like to be a human.

Pecos Bill's coyote days came to an end about seventeen years later. One evening as he was sniffing the sagebrush, a cowpoke³ came loping by on a big horse. "Hey, you!" he shouted. "What in the world are you?"

² **Kinfolk** is another word for relatives.

³ **Cowpoke** is slang for cowboy.

Vocabulary

coincidence (kō in' si dāns) *n.* the occurrence of unrelated events that appear to be connected

2

Tone How does the author want you to feel when you read this sentence?



UNIT ONE

Teach

Literary Element

2

Tone The author wants you to feel amused by this silly explanation.



For additional literary element practice, see Unit 1 Teaching Resources, p. 166.

View the Art

Ask: What does this illustration tell you about the coyote that picked up Bill? (Students may say that the howling coyote's unusual color and needle-like teeth make him look as though he is a good match for little Bill, who is a wild, tough, horseshoe-chewing, big-brother-walloping baby.)

Pecos Bill 125

English Learners

DIFFERENTIATED INSTRUCTION



Beginning Wild West dialect and drawl may not be familiar to some students. As students read, encourage them to keep a list of words they don't understand. Then, have them use dictionaries to learn the meanings of the words on their lists.

Approaching Level

DIFFERENTIATED INSTRUCTION



Partners Established Understanding the origin of the word *varmint* can help students make sense of it. Point out that it evolved from *vermin*, which originally meant pests like rats and mice. Explain that its meaning has broadened to include any type of pest,

including a human one. Have students work in small groups and use reference materials to do their own research on the origins of *varmint* and other unfamiliar words in the selection. Then have students present their findings to the rest of the class.

UNIT ONE

Teach

Literary Element

1

Tone Bill is speaking in an informal conversational style. He uses bad grammar and says Texans have fleas.

ENGLISH LEARNERS **Ask:** How would you rephrase this to make it an example of good grammar? (*Well, that doesn't mean anything. A lot of Texans have fleas. The thing varmints have that you don't have is a tail.*)

Reading Skill

2

Analyze Story Elements Bill is going to leave the coyotes and live with humans.

ENGLISH LEARNERS **Say:** The expression "with a heavy heart" is a colorful way of describing a common emotion. **Ask:** What do you think it feels like to have a "heavy heart"? (*Students may say that you would feel sad, tired, or hurt.*)

Bill sat on his haunches⁴ and stared at the feller.⁵

"What *are* you?" asked the cowpoke again.

"Varmint,"⁶ said Bill hoarsely, for he hadn't used his human voice in seventeen years.

"No, you ain't!"

"Yeah, I am. I got fleas, don't I?"

1 "Well, that don't mean nothing. A lot of Texans got fleas. The thing varmints got that you ain't got is a tail."

"Oh, yes, I do have a tail," said Pecos Bill.

"Lemme see it then," said the cowpoke.

Bill turned around to look at his rear end, and for the first time in his life he realized he didn't have a tail.

"Dang," he said. "But if I'm not a varmint, what am I?"

"You're a cowboy! So start acting like one!"

Bill just growled at the feller like any coyote worth his salt would. But deep down in his heart of hearts he knew the cowpoke was right. For the last seventeen years he'd had a sneaking suspicion that he was different from that pack of coyotes. For one thing, none of them seemed to smell quite as bad as he did.

2 So with a heavy heart he said good-bye to his four-legged friends and took off with the cowpoke for the nearest ranch.

Acting like a human wasn't all that easy for Pecos Bill.

Even though he soon started dressing right, he never bothered to shave or comb his hair. He'd just throw some water on his face in the morning and go around the rest of the day looking like a wet dog. Ignorant cowpokes claimed Bill wasn't too smart. Some of the meaner ones liked to joke that he wore a ten-dollar hat on a five-cent head.

The truth was Pecos Bill would soon prove to be one of the greatest cowboys who ever lived. He just needed to find the kind of folks who'd appreciate him. One night when he was licking his dinner plate, his ears perked up. A couple of ranch hands were going on about a gang of wild cowboys.

"Yep. Those fellas are more animal than human," one ranch hand was saying.

⁴ To sit on your **haunches** is to squat.

⁵ A **feller** is a boy or a man.

⁶ A **varmint** is a pesky, annoying animal or person.

Tone How does this create a humorous tone?

Analyze Story Elements How does the plot shift at this point?

126 UNIT 1 What Makes a Hero?

Writing Practice

Paraphrase The author presents many exaggerated and humorous descriptions in the story. Invite students to list on the board exaggerated descriptions such as "as tough as a pine knot" and "knock him cross-eyed." Invite students to describe the images that these exaggerations help them visualize. As they continue to read the story, have students create a chart that lists dialogue, expressions,

and comparisons that they find humorous. Then have students rewrite the items on their list in their own words.

Descriptive Writing Write on the board: *It was so cold our words froze as we spoke.* Say that it is an example of hyperbole, a figure of speech consisting of extreme exaggeration. Then ask students to make these fragments into examples of hyperbole: *It was so hot . . . ; They were so slow . . . ; It moved so fast . . .*

Teach

Literary Element

3

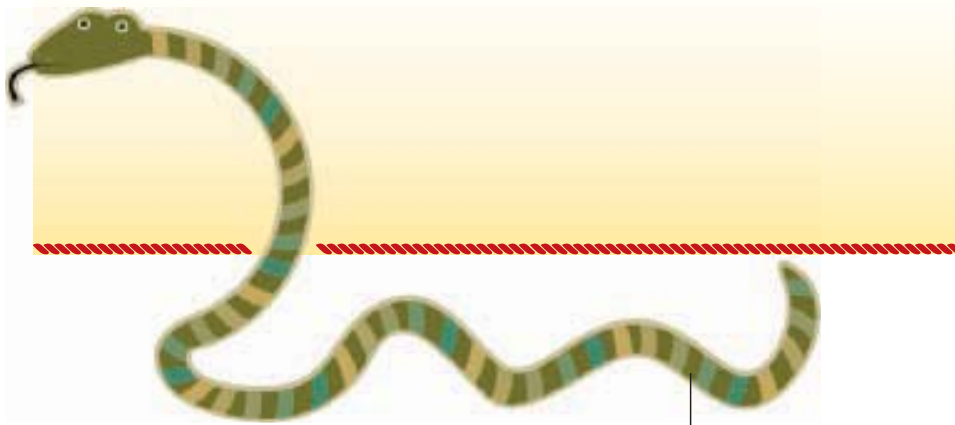
Tone Students may say that it makes the gang sound scary and intimidating.

Reading Skill

4

Analyze Story Elements A man couldn't carry a horse.

ENGLISH LEARNERS Ask: How do you think the adjective *forked* is like the noun *fork*? How does this description add to the story? (Forked means "shaped like a fork" or "split." It makes the snake look even more threatening.)



"Yep. Them's the toughest bunch I ever come across. Heck, they're so tough, they can kick fire out of flint rock with their bare toes!"

"Yep. 'N' they like to bite nails in half for fun!"

"Who are these fellers?" asked Bill.

"The Hell's Gate Gang," said the ranch hand. "The mangiest,⁷ meanest, most low-down bunch of low-life varmints that ever grew hair."

"Sounds like my kind of folks," said Bill, and before anyone could holler whoa, he jumped on his horse and took off for Hell's Gate Canyon.

Bill hadn't gone far when disaster struck. His horse stepped in a hole and broke its ankle.

"Dang!" said Bill as he stumbled up from the spill. He draped the lame critter around his neck and hurried on.

After he'd walked about a hundred more miles, Bill heard some mean rattling. Then a fifty-foot rattlesnake reared up its ugly head and stuck out its long, forked tongue, ready to fight.

"Knock it off, you scaly-hided fool. I'm in a hurry," Bill said.

The snake didn't give a spit for Bill's plans. He just rattled on.

3

Tone How does this affect your impression of the gang?

4

Analyze Story Elements Why does this plot detail belong in a tall tale?

⁷ The word **mangiest** comes from **mange**, a skin disease of animals that causes loss of hair in spots. So **mangiest** means "the most shabby or worn out in appearance."

Pecos Bill 127

English Learners

DIFFERENTIATED INSTRUCTION

Beginning Explain to students that there are many words in English that are similar in Spanish. These are called cognates.

Sometimes you can use your knowledge of Spanish to figure out what words mean.

Say: The word **ranch** is borrowed from the Spanish word **rancho**. Do you know what a ranch hand is? If not, look up **hand** in a dictionary and find a meaning that helps you define **ranch hand**. (a person who does

manual labor) **Say:** Think about different ways the English word **hand** can be used. What does it mean to "lend a hand"? (to help out) **Ask:** From this expression, what do you think a ranch hand does? (helps out or does chores on a ranch)

Advanced Learners

DIFFERENTIATED INSTRUCTION



Writing Songs Pecos Bill has been the subject of films, stories, plays, and songs. Discuss with the class what makes him so popular. Then have small groups write new lyrics about Pecos Bill to a popular tune. Ask volunteers to perform the songs for the class.

UNIT ONE

Teach

BQ BIG Question

He possesses unusual strength and courage.

Literary Element

1

Tone They are afraid. They have changed from the meanest and toughest gang to a gang terrified and in awe of Pecos Bill.

ENGLISH LEARNERS Ask: **What does the word *knock* mean in this sense? What kind of event might cause your knees to knock?** (*Knock means "bump" or "collide." Something very frightening might make your legs feel weak and cause them to shake.*)

Before the cussed⁸ varmint could strike, Bill had no choice but to knock him cross-eyed. "Hey, feller," he said, holding up the dazed snake. "I like your spunk."⁹ Come go with us." Then he wrapped the rattler around his arm and continued on his way.

After Bill had hiked another hundred miles with his horse around his neck and his snake around his arm, he heard a terrible growl. A huge mountain lion was crouching on a cliff, getting ready to leap on top of him.

"Don't jump, you mangy bobtailed fleabag!" Bill said.

Well, call any mountain lion a mangy bobtailed fleabag, and he'll jump on your back for sure. After this one leaped onto Bill, so much fur began to fly that it darkened the sky. Bill wrestled that mountain lion into a headlock, then squeezed him so tight that the big cat had to cry uncle.

When the embarrassed old critter started to slink off, Bill felt sorry for him. "Aw, c'mon, you big silly," he said. "You're more like me than most humans I meet."

He saddled up the cat, jumped on his back, and the four of them headed for the canyon, with the mountain lion screeching, the horse neighing, the rattler rattling, and Pecos Bill hollering a wild war whoop.

When the Hell's Gate Gang heard those noises coming from the prairie, they nearly fainted. They dropped their dinner plates, and their faces turned as white as bleached desert bones. Their knees knocked and their six-guns shook.

"Hey, there!" Bill said as he sidled up to their campfire, grinning. "Who's the boss around here?"

A nine-foot feller with ten pistols at his sides stepped forward and in a shaky voice said, "Stranger, I was. But from now on, it'll be you."

"Well, thank, pardner," said Bill. "Get on with your dinner, boys. Don't let me interrupt."

Once Bill settled down with the Hell's Gate Gang, his true genius revealed itself. With his gang's help, he put together the biggest ranch in the southwest. He used New Mexico as a corral and Arizona as a pasture.

⁸ Here, the word **cussed** means "stubborn and difficult to deal with."

⁹ **Spunk** means "courage and spirit."

BQ BIG Question

What qualities make Bill larger than life?

Tone What is the tone of the gang's response to Bill?

1

Listening and Speaking Practice

SMALL GROUP



Oral Presentation: Careers Pecos Bill is a thrill seeker. To be happy, he needs to face bigger and bigger challenges. Discuss with students what kinds of careers are best suited to Bill's personality. For example, Bill could be a police officer, an astronaut, or a mountain climber. Then have students work in small groups to research one of these careers. Have them present their findings to the class.

Discussion: Heroes A hero is the main character of a literary work, usually with admirable qualities. Talk about Pecos Bill as a hero. Make a list of Bill's positive and negative qualities. Note that the author says Bill would become a great cowboy: "He just needed to find the kind of folks who'd appreciate him." Ask students to discuss how feeling appreciated influences greatness. Encourage

them to share personal experiences with people who have been able to appreciate their positive qualities. Ask students how they can help people feel that they are appreciated.

He invented **tarantulas** and scorpions as practical jokes. He also invented roping. Some say his rope was exactly as long as the equator; others argue it was two feet shorter.

Things were going fine for Bill until Texas began to suffer the worst drought¹⁰ in its history. It was so dry that all the rivers turned as powdery as biscuit flour. The **parched** grass was catching fire everywhere. For a while Bill and his gang managed to lasso water from the Rio Grande.¹¹ When that river dried up, they lassoed water from the Gulf of Mexico.

No matter what he did, though, Bill couldn't get enough water to stay ahead of the drought. All his horses and cows were starting to dry up and blow away like balls of tumbleweed. It was horrible.

Just when the end seemed near, the sky turned a deep shade of purple. From the distant mountains came a terrible roar. The cattle began to stampede, and a huge black funnel of a **cyclone** appeared, heading straight for Bill's ranch.

The rest of the Hell's Gate Gang shouted, "Help!" and ran.

But Pecos Bill wasn't scared in the least. "Yahoo!" he hollered, and he swung his lariat and lassoed that cyclone around its neck.

Bill held on tight as he got sucked up into the middle of the swirling cloud. He grabbed the cyclone by the ears and pulled himself onto her back. Then he let out a whoop and headed that twister across Texas.

The mighty cyclone bucked, arched, and screamed like a wild bronco. But Pecos Bill just held on with his legs and used his strong hands to wring the rain out of her wind. He wrung out rain that flooded Texas, New Mexico, and

¹⁰ A **drought** is a long period of very dry weather.

¹¹ The **Rio Grande** is a large river that forms part of the border between Texas and Mexico. The words mean "large river" in Spanish.

Vocabulary

parched (pärcht) *adj.* dried out or shriveled, usually from heat

cyclone (sī' klōn) *n.* a violent windstorm in which winds move in a circle, such as in a tornado, and which commonly brings heavy rain

Visual Vocabulary

Tarantulas are large, hairy spiders. Their bite can be painful, but it is not usually dangerous to humans.



Analyze Story Elements
How is this event typical of a tall tale?

UNIT ONE

Teach

Reading Skill

2

Analyze Story Elements Bill's actions are larger than life. No one could ride a cyclone.

Pecos Bill 129

English Learners

DIFFERENTIATED INSTRUCTION

Beginning Ask: Do you know a Spanish word that looks or sounds like *equator*? (*ecuador*) **Say:** Notice how similar the two words are. If you know a word in Spanish that looks similar to an English word, it might mean the same thing. Help students picture the equator by explaining that the

word means "equalizer." It's the great circle around the Earth (about 25,000 miles long) that is everywhere *equally* distant from both poles.

Approaching Level

DIFFERENTIATED INSTRUCTION

Partners Established Ask: What language do the words *corral*, *lariat*, and *bronco* come from? What are their definitions? Tell students to work with a partner and use a dictionary to look up the meanings and language origins of these three words. (*corral*: Spanish, corral, enclosure; *lariat*: Spanish, reata, long rope; *bronco*: Spanish, bronco, untamed horse)

Teach

Reading Skill

1

Analyze Story Elements The settings in a tall tale are realistic.

Reading Skill

2

Analyze Story Elements Sue is wild-looking, riding on a catfish, and larger than life.

Literary History

Tall Tales Explain to students that a tall tale is a humorous, highly exaggerated story, often about a legendary hero. Many American tall tales were created during the 1800s as the United States expanded westward. People made up stories about heroes who handled the same problems they faced. People added their own exaggeration to the stories, making them more humorous, more impossible to believe, and more fun to listen to with each retelling. Ask students to think about hardships in the Wild West that are included in this story. **Ask:** What audience might be most interested in tall tales? Why?

1

Arizona, until finally he slid off the shriveled-up funnel and fell into California. The earth sank about two hundred feet below sea level in the spot where Bill landed, creating the area known today as Death Valley.

"There. That little waterin' should hold things for a while," he said, brushing himself off.

After his cyclone ride, no horse was too wild for Pecos Bill. He soon found a young colt that was as tough as a tiger and as crazy as a streak of lightning. He named the colt Widow Maker and raised him on barbed wire¹² and dynamite. Whenever the two rode together, they back-flipped and somersaulted all over Texas, loving every minute of it.

2

One day when Bill and Widow Maker were bouncing around the Pecos River, they came across an awesome sight: a wild-looking, red-haired woman riding on the back of the biggest catfish Bill had ever seen. The woman looked like she was having a ball, screeching, "Ride 'em, cowgirl!" as the catfish whipped her around in the air.

"What's your name?" Bill shouted.

"Slue-foot Sue! What's it to you?" she said. Then she war-whooped away over the windy water.

Thereafter all Pecos Bill could think of was Slue-foot Sue. He spent more and more time away from the Hell's Gate Gang as he wandered the barren cattle-lands, looking for her. When he finally found her lonely little cabin, he was so love-struck he reverted¹³ to some of his old coyote ways. He sat on his haunches in the moonlight and began a-howling and ah-hooing.

Well, the good news was that Sue had a bit of coyote in her too, so she completely understood Bill's language. She stuck her head out her window and ah-hooed back to him that she loved him, too. Consequently Bill and Sue decided to get married.

¹² **Barbed wire** has sharp points. On the plains, ranchers made fences from barbed wire to keep cattle in and cattle thieves out.

¹³ Here, the word **reverted** means "returned to an earlier behavior."

Vocabulary

barren (bar' ən) *adj.* containing little or no plant life; bare

Analyze Story Elements

Why is a place such as Death Valley in the story?

Analyze Story Elements

How is the characterization of the woman typical of a tall tale?

Reading Practice



Connect Explain to students that connecting means relating what you read to your own life. Ask students if they can relate to the characters' determination to match wits and muscle with every person they meet. **Ask:** How do you think you would have behaved if you had lived in the Wild West a century ago and had superhuman strength?

Draw Conclusions Explain to students that drawing conclusions means figuring out much more than what an author says directly. You can guide students in drawing conclusions about the kind of marriage Bill and Sue will have. Encourage students to base their conclusions on what they know about these two characters and their own prior knowledge. You may wish to share the following model to illustrate the thinking

process in drawing conclusions. **Say:** Based on what I've read so far, I think Bill and Sue will have an exciting life together. They are both strong and fearless, and they will seek out adventures. I think they will also have some major fights. Bill will probably be the one to give in more often, as he did about Sue riding his bronco.

Teach

Literary Element

3

Tone When he speaks to Sue, Bill's tone is different from when he speaks to the other characters. He is polite and tender.

ADVANCED **Ask:** In what other ways does the tone change in this part of the story? What words signal a change in tone? (The tone becomes more serious as the reader is about to learn of something bad that has happened. The words terrible catastrophe hint at a change in tone.)



On the day of the wedding Sue wore a beautiful white dress with a steel-spring **bustle**, and Bill appeared in an elegant buckskin suit.

But after a lovely ceremony, a terrible catastrophe occurred. Slue-foot Sue got it into her head that she just had to have a ride on Bill's wild bronco, Widow Maker.

"You can't do that, honey," Bill said. "He won't let any human toss a leg over him but me."

"Don't worry," said Sue. "You know I can ride anything on four legs, not to mention what flies or swims."

Visual Vocabulary

A **bustle** is a pad or frame that used to be worn by women at the back of a skirt just below the waist. The bustle look was fashionable for much of the 1800s.



3 **Tone** How does the use of the word *honey* help you understand the author's attitude toward Bill?

Pecos Bill 131

Approaching Level

DIFFERENTIATED INSTRUCTION



Established Assign students to groups of three or four. Tell them to imagine that they are covering Bill's encounter with the cyclone for the evening news. Have them use the following guidelines.

- Include all the facts.
- Get a quote from Bill.
- Use expressive voice and body language.
- Interview bystanders.

Give students time to plan and rehearse their reports and then have each group perform for the class.

English Learners

DIFFERENTIATED INSTRUCTION

Beginning Explain that *re-* means "back" or "again": "But when Sue landed on her steel-spring bustle, she *rebounded* right back into the heavens." **Ask:** What does *rebounded* mean? What are some other words beginning with the prefix *re*? (*Rebounded* means "bounded (or bounced) back." Other words: *return, renew, respond*.)

UNIT ONE

BQ BIG Question

He immediately tries to rescue Sue with a bold action that requires strength.

Reading Skill

1

Analyze Story Elements It is an outrageous ending, perhaps the most amazing event in the story.

ENGLISH LEARNERS Ask: **Where are Bill and Sue at the story's end?** (They are living on the moon.)

Bill tried his best to talk Sue out of it, but she wouldn't listen. She was dying to buck on the back of that bronco. Wearing her white wedding dress with the bustle, she jumped on Widow Maker and kicked him with her spurs.

Well, that bronco didn't need any thorns in his side to start bucking to beat the band. He bounded up in the air with such amazing force that suddenly Sue was flying high into the Texas sky. She flew over plains and mesas, over canyons, deserts, and prairies. She flew so high that she looped over the new moon and fell back to earth.

But when Sue landed on her steel-spring bustle, she rebounded right back into the heavens! As she bounced back and forth between heaven and earth, Bill whirled his lariat above his head, then lassooed her. But instead of bringing Sue back down to earth, he got yanked into the night sky alongside her!

Together Pecos Bill and Slue-foot Sue bounced off the earth and went flying to the moon. And at that point Bill must have gotten some sort of foothold in a moon crater—because neither he nor Sue returned to earth. Not ever.

Folks figure those two must have dug their boot heels into some moon cheese and raised a pack of wild coyotes just like themselves. Texans'll tell you that every time you hear thunder rolling over the desolate land near the Pecos River, it's just Bill's family having a good laugh upstairs. When you hear a strange ah-hooing in the dark night, don't be fooled—that's the sound of Bill howling on the moon instead of at it. And when lights flash across the midnight sky, you can bet it's Bill and Sue riding the backs of some white-hot shooting stars. 🌟

1

BQ BIG Question

How does Bill's behavior show his heroic qualities?

Analyze Story Elements

What makes this a good ending for a tall tale?

132 UNIT 1 What Makes a Hero?

Grammar Practice

Subject and Object Pronouns Write the following on the board in two columns:
Subject pronouns: *I you, he, she, it, we, they*
Object pronouns: *me, you, him, her, it, us, them*

Explain that subject pronouns are the *subjects* of sentences, whereas object pronouns are the *objects* of sentences or of prepositions.

Have students choose the correct pronoun for each of the following sentences.

I talked to Bill and her about the wedding. (correct)

"You and me can both ride Widow Maker," she said. (I)

Her and Bill went to the moon. (She)

After You Read

Assess

For additional assessment, see Assessment Resources, pp. 51–52.

Respond and Think Critically

Possible answers:

1. Coyotes raised Bill because he fell out of his family’s wagon.
2. He’s riding a mountain lion, carrying a horse and a fifty-foot rattlesnake.
3. Students should tell about a time when they exaggerated. Students will say that exaggeration makes the story funny and interesting.
4. They live on the moon. Some students may like this ending because it tops all Bill’s other feats. Others may say it goes too far.
5. Students may admire Pecos Bill’s strength, courage, and spirit. Some students may dislike his attitude.
6. Students may say that people who live in the Southwest might identify with Pecos Bill.

Vocabulary Practice

Sentences will vary.
parched and **dry** = synonyms
With no water to drink,
I was parched.
barren and **fruitful** = antonyms
The drought left the fields barren.
desolate and **lonely** = synonyms
The abandoned farm was a desolate place.
coincidence and **plan** = antonyms
It was a coincidence that I ran into Missy at the movies.

Academic Vocabulary

Possible answer: Doing well on a test was a consequence of studying for it.

After You Read

Respond and Think Critically

1. Who raised Bill and why? [Recall]
2. What amazing feats has Bill already accomplished by the time he meets the Hell’s Gate Gang? [Summarize]
3. What does exaggeration add to this story? Think about a time when you exaggerated. What did exaggeration add to your story? [Connect]
4. Where do Bill and Sue live after their wedding? Do you think this is a good ending to the story? Explain your answer. [Interpret]
5. What personality traits of Pecos Bill do you admire? Are there also traits that you dislike? Explain your answer. [Evaluate]
6. **BQ** **BIG Question** Why might someone be interested in tall tales about Pecos Bill? Give reasons to support your answer. [Conclude]

Vocabulary Practice

Identify whether each pair of words has the same or the opposite meaning. Then write a sentence using each vocabulary word or draw or find a picture that represents the word.

cyclone and **twister**

parched and **dry**

barren and **fruitful**

desolate and **empty**

coincidence and **plan**

Example:

cyclone and twister = same meaning

Sentence: Officials turned on the tornado sirens when someone saw a cyclone near town.

Academic Vocabulary

The **consequence** of lassoing Sue as she bounced back and forth between earth and sky was that Bill got yanked into the sky too.

In the preceding sentence, *consequence* means “the result from an earlier action.” Think about a time when you took some kind of action. What was the consequence of the action?

TIP

Concluding

Here are some tips to help you answer question 6. Remember, when you draw a conclusion, you form ideas about what you are reading.

To conclude, group related facts together and make a decision about what they mean.

- Recall the characters and the setting in the story.
- Compare Pecos Bill with a real-life cowboy.
- Think about reasons someone might admire a hero such as Pecos Bill.

FOLDABLES Study Organizer Keep track of your ideas about the **BIG Question** in your unit Foldable.

Literature Online

Selection Resources

For Selection Quizzes, eFlashcards, and Reading-Writing Connection activities, go to glencoe.com and enter QuickPass code GL19756u1.

Progress Check

Can students comprehend vocabulary?

If...fewer than 2 answers are correct

Then... Glencoe Interactive Vocabulary CD-ROM.

After You Read

Assess

Literary Element

Possible answers:

1. The tone would be different, because a textbook would be written with a straightforward, serious style.
2. The author uses a lighthearted, playful, and exaggerated tone. You know the story is intended to be funny.
3. C

Reading Skill

4. B

Grammar Link

Possible responses: We know that the cyclone **has bucked** and **screamed** like a wild bronco. **I have** never really **believed** that Bill actually formed Death Valley.

Write with Style

Character sketches will vary but should include exaggerations of heroic deeds and possibly exaggerations of physical characteristics.

Literary Element Tone

1. If you were reading about cowboys and the American West in a history textbook, would the tone be the same as in the story? Why or why not?
2. How would you summarize the tone in "Pecos Bill"?

Review: Plot

As you learned on page 53, **plot** is the sequence of events in a story. The plot starts with an introduction to the characters, setting, and situation. The **rising action** adds complications to the story's problems, or **conflicts**. The **climax** occurs at the most dramatic or emotional moment. The **falling action** leads to the **resolution**, or final outcome of the story.

Test Skills Practice

3. Which words best describe Bill in the story?
 - A. sad and weak
 - B. shy and curious
 - C. brave and strong
 - D. polite and hopeful

Reading Skill Analyze Story Elements

Test Skills Practice

4. Which of the following phrases best describes the character development of Bill?
 - A. wild child to cowboy hero
 - B. timid boy to bold man
 - C. civilized human to animal
 - D. criminal to law-abiding citizen

Grammar Link

Present Perfect Tense The **tense** of a verb expresses time. To form the **present perfect tense**, use the helping verb *have* or *has* and the past participle of the main verb. (For most verbs, the past participle is the same as the past tense.)

Use the present perfect tense to talk about an action or a condition that occurred at some indefinite time in the past. For example:

We learn in the story that Pecos Bill **has invented** tarantulas and scorpions as practical jokes.

Also use this tense to talk about something that happened and is still happening now. For example:

I have always **imagined** the Hell's Gate Gang as a tough-looking bunch of cowboys.

Practice Think about Pecos Bill and what happens to him in the story. Then write your own sentences about the story using present perfect tense. Make sure your sentences are consistently in the past tense or consistently about something that is happening now.

Write with Style

Apply Tone Think about an interesting person you know. What does this person look like? Does he or she have special characteristics or abilities? How would you describe his or her personality traits? Write a character sketch. How could you exaggerate this person's traits to make the person into a larger-than-life hero? Describe what your hero looks like and the amazing things this hero can do. Choose words and details that create a humorous tone.

Approaching Level

DIFFERENTIATED INSTRUCTION



Emerging Say: Remember, the theme of a story is its main idea. **Ask:** What is the theme of "Pecos Bill"? (*Bill's strength and courage help him overcome many obstacles and challenges.*) Have students work in small groups to make lists of story elements, such as setting and character traits, that help support the theme of the story. Then have each group choose one element and illustrate it in a sketch or drawing.

Focus

Bellringer Options



Literature Launchers: Pre-Reading Videos DVD, Selection Launcher

Selection Focus Transparency 5

Daily Language Practice Transparency 23

Or have students name people they admire and discuss their qualities.

BQ BIG Question

Point out to students that life is filled with everyday heroes. A person does not need to perform a death-defying feat to be a hero. Often, a hero is simply a parent, a teacher, or a friend who helps someone or influences someone's life in a positive way.

Literary Element

Theme It often happens that the theme of a literary work becomes clear only after several readings. Have students read the poems a few times to discover their themes.

Reading Skill

Compare and Contrast Theme Show the class pictures from an art book. Have students compare and contrast the ideas suggested by the pictures.

Comparing Literature

The Courage That My Mother Had and My Father Is a Simple Man

BQ BIG Question

As you read these paired poems, ask yourself, why do the speakers consider their parents to be heroes?

Literary Element Theme

The **theme** is the lesson about life that the author of a story or poem wants to share with readers. It is not the same as the subject. For example, the subject of a story might be a football game, but its theme might be that it is dangerous to care only about winning. Some selections have a stated theme, which the author puts directly into words. Most have an implied theme, at which the author only hints. You can figure out the themes of these poems by noticing their titles and the details the authors use.

Reading Skill Compare and Contrast Theme

Every day you compare and contrast things. To compare them, you look at their similarities. To contrast them, you look at their differences. For example, to decide which of two routes to take to the library on a bicycle, you compare and contrast them: Both are a mile long, but one is paved and the other is rough.

You can deepen your understanding of literature if you compare and contrast literary elements, such as theme. To compare and contrast the themes of "The Courage That My Mother Had" and "My Father Is a Simple Man," use a chart like the one below. Below each title, fill in details like subject, tone, and speaker.

Title	<i>The Courage That My Mother Had</i>	<i>My Father Is a Simple Man</i>
Subject		



Literature Online

Author Search For more about Edna St. Vincent Millay and Luis Omar Salinas, go to at glencoe.com and enter QuickPass code GL19756u1.

Learning Objectives

For pages 135–139

In studying these texts, you will focus on the following objectives:

Literary Study: Analyzing theme.

Writing: Writing a few paragraphs.

Meet the Authors



Edna St. Vincent Millay

Millay wrote poetry, dramatic works, and even texts for operas. She was born in Maine in 1892 and died in 1950.



Luis Omar Salinas

Salinas writes about experiences of Mexican Americans. He was born in Texas in 1937.

English Learners

DIFFERENTIATED INSTRUCTION



Intermediate Have students skim Edna St. Vincent Millay's poem, "The Courage That My Mother Had." Then, have them create a three-column chart, listing any unfamiliar words in the first column. Have students use a dictionary to look up the definitions of the unknown words on

the list and write the definitions in the second column. In the third column, students should create a sentence in which they use the word correctly.

Teach

Comparing Literature

1

The speaker treasures the brooch because it is a reminder of the mother, but the speaker would trade it for the mother's courage. The speaker feels that she does not have as much courage as her mother had. as her mother.



The Way It Is (detail).
GG Kopilak.
Private Collection.

The Courage *That My Mother Had*

Edna St. Vincent Millay

The courage that my mother had
Went with her, and is with her still:
Rock from New England quarried;³
Now granite in a granite hill.

5 The golden brooch⁵ my mother wore
She left behind for me to wear;
I have no thing I treasure more:
Yet, it is something I could spare.

Oh, if instead she'd left to me
10 The thing she took into the grave!—
That courage like a rock, which she
Has no more need of, and I have.

3 **Quarried** means "cut or blasted from the earth, usually for use in construction."

5 A **brooch** is an ornamental pin that is fastened with a clasp and usually worn at the neck on clothing.

Comparing Literature How does the speaker feel about the brooch the mother left? How does the speaker feel she compares with the mother?

136 UNIT 1 What Makes a Hero?

Reading Practice



Visualize Ask students to create a picture in their minds of the two people in the poem. As the poem goes on, have them enhance that picture by drawing sketches of the mother and the daughter.

Writing Practice

Character Sketch Remind students that we often remember people in different ways. The speaker remembers her mother for something she liked to wear—a brooch—but, more importantly, she remembers her courage. **Say:** **Think about someone you know well. It might be a parent, grandparent or other relative,**

teacher, neighbor, or friend. Tell students to write a paragraph that describes this person's most memorable character trait, how he or she displays it, and why they admire it.

My Father Is a Simple Man



Luis Omar Salinas

I walk to town with my father
to buy a newspaper. He walks slower
than I do so I must slow up.
The street is filled with children.
5 We argue about the price
of pomegranates,⁶ I convince

1

Comparing Literature

Based on first line of the poem, what do you think it will be about?

⁶ **Pomegranates** are pulpy, golden-red fruits with many seeds.

Teach

Comparing Literature

1

It will likely be about the speaker's father.

Literary History

The Pomegranate In Greek mythology, Persephone, daughter of the nature goddess Demeter, was kidnapped by Hades, god of the underworld. Demeter bargained with Hades for her daughter's return, but, because Persephone had eaten pomegranate seeds in the underworld, she was doomed to live there for one third of the year. During her daughter's time in the underworld, the saddened Demeter let the world fall into decay. Upon Persephone's return, Demeter's joy caused the world to return to life. According to the myths of ancient Greeks, this cycle of life and death is the origin of the seasons. Have students think about the mythical significance of the pomegranate as they continue to read the poem. Point out that the pomegranate may be related to this poem's themes of life and death.

English Learners

DIFFERENTIATED INSTRUCTION



Beginning Explain that a poem looks different from prose. Point out the numbers in the poem's left-hand margin and explain that they indicate which line of the poem they are opposite, e.g., 5 is opposite the fifth line, 10 is opposite the tenth line, etc. They make it easier to find our place in the poem when a certain line is referred to. Demonstrate how commas, periods, and other punctuation are clues that tell how to read the poem.



Advanced Have partners read the complete poem aloud with appropriate intonation and expression. Then have partners read alternate lines in the poem. Afterward, have the entire class discuss how hearing different readings affected their impressions of the poem.

Teach

Comparing Literature

1

Comparing Literature The father, who is growing old, believes life is a continuous cycle. The father enjoys the little things of everyday life and understands how important they are.

To check students' understanding of the selection, see Unit 1 Teaching Resources, pp. 182–183.

Teaching Note

Free Verse Have students read aloud the first four lines of the poem. **Ask:** **Why is the form of this poem called free verse?** (Possible response: It has no rhyme and no set rhythm. It sounds like ordinary speech.)

1

- him it is the fruit of scholars.^o
He has taken me on this journey
and it's been lifelong.
- 10 He's sure I'll be healthy
so long as I eat more oranges,
and tells me the orange
has seeds and so is perpetual;^o
and we too will come back
15 like the orange trees.
- I ask him what he thinks
about death and he says
he will gladly face it when
it comes but won't jump
20 out in front of a car.
I'd gladly give my life
for this man with a sixth
grade education, whose kindness
and patience are true . . .
- 25 The truth of it is, he's the scholar,
and when the bitter-hard reality
comes at me like a punishing
evil stranger, I can always
remember that here was a man
30 who was a worker and provider,
who learned the simple facts
in life and lived by them,
who held no pretense.^o
And when he leaves without
35 benefit of fanfare^o or applause
I shall have learned what little
there is about greatness.

⁷ **Scholars** are people who have a great deal of knowledge.

¹³ **Perpetual** means "continuing forever."

³³ **Held no pretense** means that the father did not act or speak in a way meant to impress others.

³⁵ **Fanfare** is noise, excitement, fuss, or activity meant to attract attention.

Comparing Literature

What do you learn about what the speaker's father believes?

Writing Practice

Write a Description The speaker's words suggest deep love and respect for the father. The speaker admires the father for never pretending to be anyone but himself and for focusing on what is truly important. **Ask:** **What does the speaker learn about greatness from the father?** (A person does not have to perform unusual deeds to achieve greatness.)

Have students think of a person they really respect. What qualities make him or her a "great" person? Ask students to write about an ordinary person they know who is in some way "great." Students may share these short descriptions with the class.

Assess

For additional assessment, see Assessment Resources, pp. 53–54.

Literary Element

1. Millay's poem: Life should be lived with courage. Salinas's poem: A simple life is a good life.
2. Both themes involve a parent and a child, a parent's admired personal quality, the child's love for the parent, and the child's desire to live his or her life the way the parent lived.
3. Millay's poem is about a mother and her child; Salinas's is about a father and his child. The admired personal quality in Millay's poem is courage; in Salinas's poem, it is simplicity. In Millay's poem, the speaker feels deserted by the mother; in Salinas's poem, the speaker feels that the father is always present to guide him.

Write to Compare

Students' paragraphs should

- state the personal quality each speaker admires
- explain that both speakers want to possess the admired quality
- explain that the speaker in Millay's poem feels that she was never given and will never possess the mother's courage and that the speaker in Salinas's poem feels he is learning to live a simple life through the father's example
- include lines from both poems that support the response

Comparing Literature

BQ BIG Question

Now use the unit Big Question to help you compare and contrast "The Courage That My Mother Had" and "My Father Is a Simple Man." With a group of classmates, discuss questions such as

- What does each speaker admire about his or her parent?
- What do you think is each speaker's idea of what makes a person a hero? In what ways are the speakers' ideas similar? Different?
- What do you think makes a person a hero?
- In what ways is your idea of a hero similar to or different from the ideas of the speakers?

Support each answer with evidence from the readings.

Literary Element Theme

Use the details you wrote in your comparison chart for "The Courage That My Mother Had" and "My Father Is a Simple Man" to help you decide what the theme of each poem is. Then, with a partner, answer the following questions.

1. What are the themes of the poems?
2. What do the themes have in common? Focus on the similarities between the subjects of the poems, the personal qualities the speakers admire, and the speakers' feelings about their parents.
3. In what ways do the themes of these poems differ? Discuss what is different about the subjects, the admired personal qualities, and the speakers' feelings about their parents.

Write to Compare

In one or two paragraphs, compare and contrast the feelings of the speakers in "The Courage That My Mother Had" and "My Father Is a Simple Man." Focus on their desire and on their ability to possess the admired personal qualities of their parents. Use these ideas as you write.

- State the personal qualities the speaker in each poem admires.
- Tell whether each speaker desires to possess the parent's admired personal quality.
- Tell whether each speaker feels he or she will be able to possess the parent's admired personal qualities.
- Include lines from the poems that support your statements about the speakers' feelings.

Writing Tip

Citing Poetry When you are quoting lines from a poem in your paragraphs, use slashes to indicate line breaks. Example: "and we too will come back / like the orange trees."

Literature Online

Selection Resources
For Selection Quizzes, eFlashcards, and Reading-Writing Connection activities, go to glencoe.com and enter QuickPass code GL19756u1.

English Learners

DIFFERENTIATED INSTRUCTION

Intermediate Draw this chart on the board and have students copy it on a piece of paper. Tell them that a chart can be helpful when they come across unfamiliar words. Have students complete the chart, adding the words *convince*, *healthy*, *education*, *punishing*, and *stranger*. Guide them through the process of writing down a possible meaning for each word, looking for context clues, and then looking up the word in a dictionary to confirm its definition. Remind

students that context clues are words or phrases near an unfamiliar word that help the reader to understand its meaning.

Word	It Might Mean	Context Clues	I Know It Means

Narrative

Focus

In this workshop, students will follow the stages of the writing process, including prewriting, drafting, revising, and editing, to create and present narratives about heroes. In addition, the workshop presents mini-lessons on organization and on punctuating dialogue.

Teach

Prewrite

Remind students that the short stories in this unit can serve as models for their own stories. As students make their writing plans, encourage them to review the elements and ideas that authors in this unit use and to borrow them for their own narratives.

 For Writing Workshop graphic organizer and rubric, see Unit 1 Teaching Resources, pp. 185–187.

Workshop Resources

Print

- Unit 1 Teaching Resources
- Writing Resources Book
- Writing Constructed Responses Booklet
- Real Success in Writing Research Reports Booklet
- Grammar and Language Workbook ATE
- Grammar and Composition Teacher Guide
- Grammar and Writing Transparencies

Learning Objectives

For pages 140–145

In this workshop, you will focus on the following objective:

Writing: Writing a short story using the writing process.

Writing Plan

- Choose an appropriate narrator and point of view.
- Develop a plot that has a beginning, rising action, a climax, falling action, and a resolution.
- Make the internal or external conflict part of every event in the plot and the basis for the theme.
- Include sensory details to describe the setting and action.
- Use dialogue and description, including specific movement and expressions, to highlight similarities and differences among main and minor characters.

Prewriting Tip

Brainstorming Don't judge the ideas that come into your head while brainstorming. Just write them all down. You can think about them later.

Narrative

Who are your favorite story heroes? Why are they heroes? In this workshop, you will write a short story that will help you think about the Unit 1 Big Question: What makes a hero?

Review the writing prompt, or assignment, below. Then read the Writing Plan. It shows what you will do to write your story.

Writing Assignment

A narrative tells a story. Write a short story in which one character becomes a hero by helping another character find a clever solution to a problem. The audience will be your classmates and teacher.

Prewrite

What kinds of characters can be heroes? What are some problems heroes might solve in clever ways? Look at the stories in this unit for examples, including “Dragon, Dragon” by John Gardner.

Gather Ideas

Brainstorm and take notes on setting, characters, and plot. Quickwrite—don't spend too much time thinking. Ask yourself,

- What times or places interest me?
- What will my characters look like? What traits will they have?
- What problems or conflicts will the main character need to solve?
- What will the conflict be—with nature, with society, character against character, or character with himself or herself?

Choose a Point of View

The point of view is the relationship of the narrator to the story. Choose the point of view that you think will work best for your story.

A story using **first-person point of view** is told by one of the characters. The character uses pronouns such as *I* and *we*. The reader is limited to knowing only what that character knows, feels, or thinks. In **third-person point of view**, a narrator who is not a character in the story tells the story. The narrator uses pronouns such as *he*, *she*, and *they*. In a story with **limited third-person point of view**, the narrator reveals only the thoughts and feelings of one character. In a story using **third-person omniscient point of view**, the narrator can reveal the thoughts and feelings of all the characters.

Technology

- Glencoe Online Essay Grader, glencoe.com
- Literature Online: Writing Resources, glencoe.com

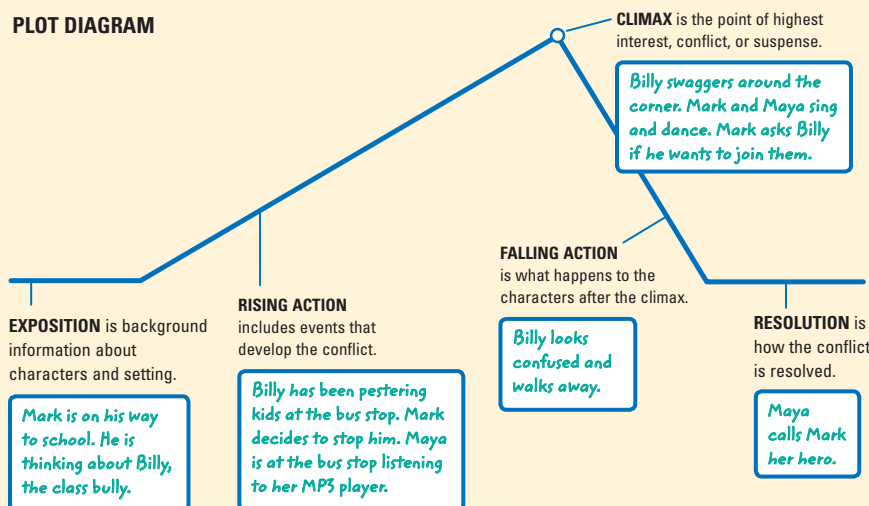
Get Organized

Use your notes to make a story plan that includes a characterization chart and a plot diagram.

CHARACTERIZATION CHART

Detail from Story	Personality Trait It Reveals	Direct or Indirect Characterization
Mark Johnson says Billy is "in for it."	anger	direct (narrator's statement)

PLOT DIAGRAM



Draft

Get It on Paper

- Review your story plan and notes on character, setting, and conflict.
- Open your story with a surprising statement, a striking setting, a conversation, or an exciting action sequence.
- Continue by telling the events in your story plan in the order in which they occur. For each event, freewrite what happens.
- Don't worry about paragraphs, spelling, grammar, or punctuation.
- When fifteen minutes are up, read what you have written.

Writing Workshop **NARRATIVE** 141

English Learners

DIFFERENTIATED INSTRUCTION

Intermediate Explain to students that the word *conflict* comes from the Latin word *confligere*, which means "to strike together." *Confligere* comes from the roots *com*, meaning "together," and *fligere*, meaning "to strike."

Ask: *How does the Latin meaning relate to the English meaning?* (Two opposing characters or forces conflict, or strike together, creating

a problem in a story.) Direct students to use a dictionary to locate the origin of the word *inflict*. (*Inflict* comes from the Latin word *infigere*, meaning "to strike or beat against." *Infigere* comes from the roots *in*, meaning "on or against," and *fligere*, meaning "to strike or beat.")

Writing Workshop

Narrative

Teach

BQ BIG Question

What Makes a Hero? **Ask:** *What does it mean to find a clever solution to a problem?* Help students see that clever solutions are often creative, thoughtful, and unexpected. **Ask:** *How are clever heroes different from typical heroes, such as action heroes?* (Students may say that clever heroes rely on mental strength, not physical strength.)

Writing Skills

Elements of Plot Help students label the plot diagram with all of the parts of a plot. Encourage them to add the elements of their own story to the appropriate places on the plot diagram.

Narrative

Teach

Draft

Point of View Remind students that it is important to maintain a consistent point of view in the narrative. Have them review the selections in this unit for examples of appropriate points of view.

Writer's Technique

Characterization Tell students that a writer provides information about a character through what the character says about himself or herself, through what other characters say about him or her, through what the narrator says about him or her, and through the character's actions. **Ask:** *Which of the methods is an example of direct characterization? (The only one that is direct characterization is what the narrator says about the character.)* Tell students to bring characters to life by using both direct and indirect characterization.

Drafting Tip

Signal Words Use words such as *before*, *then*, *next*, *while*, *after*, and *later* to make the order of events clear.

Develop Your Draft

1. Write from the **point of view** of the **narrator** you chose for your story. Use the correct pronouns.

"Billy is really in for it now!" Mark Johnson said to himself as he angrily grabbed his books. . . .

2. Determine details for each stage of your **plot**.

Exposition—Ever since school started in the fall, "Billy the Bully" had been pestering kids waiting for the school bus.

3. Make every action in the plot add to the **conflict** of your story.

"Uh-oh," Mark muttered. "I'd better warn her before Billy gets here and pulls one of his tricks."

4. Add **sensory details** to describe the setting and action clearly.

Suddenly the air was charged with electricity, as it is before a thunderstorm.

5. Use description and dialogue to develop the **main and minor characters**.

Billy just stood there staring at them with his mouth open. Mark smiled at him and invited calmly, "Want to join us?"

Apply Good Writing Traits: Organization

Read the sentence below from "Dragon, Dragon." Which word helps you understand the order of events?

As you draft your story, decide which words will clearly show the order of events. After you finish, read your draft and ask yourself if any events are missing or seem out of place.

Now the cobbler's middle son decided it was his turn to try.

Literary Elements Practice



Short Stories Have students gather examples of short stories from books that they have at home or from those they find at the library. Tell them that they may bring the books to class or bring photocopied excerpts from them. Invite students to read their

favorite selections aloud in class. After each short story, ask the class to identify its elements of character, setting, plot, conflict, and point of view. Challenge students to identify the theme of each short story as well.

Analyze a Student Model

"Billy is really in for it now!" Mark Johnson said to himself as he angrily grabbed his books on his way to Manzanita Middle School. Ever since school started in the fall, "Billy the Bully" had been pestering kids waiting for the school bus. Yesterday was the last straw for Mark when Billy took Maya's science book and threw it in a mud puddle. Mark really cared about his friends and hated to see them hurt.

As Mark walked to the bus stop a few minutes later, he thought about all the bad things Billy had done to him and his friends. He needed to find a way to give that bully a taste of his own medicine. But how? Mark was still thinking hard as he arrived at the bus stop. There was no sign of Billy, but Maya was standing there plugged into her MP3 player. Her eyes were closed, and she looked like she was on another planet. "Uh-oh," Mark muttered. "I'd better warn her before Billy gets here and pulls one of his tricks."

Before Mark even finished his thought, Billy swaggered around the corner, wearing a bright red cap, whistling loudly, and kicking stones out of his way. Suddenly the air was charged with electricity, as it is before a thunderstorm. Mark's eyes lit up and he sprang into action.

He strode over to Maya and pointed to her ear. As she removed her earphone, he began waving his hands like an orchestra conductor and singing along with the music. Maya joined in. Then they began to dance. Billy just stood there staring at them with his mouth open. Mark smiled at him and invited calmly, "Want to join us?" Billy looked confused, and his face got red. He hung his head, walked by the bus stop, and kept on walking. Maya watched Billy go and turned to Mark. "That's showing him, Mark," she cooed. "You're my hero."

Point of View and Narrator

This is third-person point of view because the narrator is outside of the story.

Plot

Notice the background information about Billy in the exposition.

Conflict

Include external conflict (the conflict between Mark and Billy) and internal conflict (Mark's conflict within himself), such as the last sentence in the first paragraph.

Sensory Details

Give specific details that help readers see and feel the setting and action.

Dialogue

Have characters speak in a way that tells readers about their personalities.

Writing Workshop

Narrative

Teach

Writing Skills

Vivid Verbs Remind students that using strong, vivid verbs can add interest to a story and can also help bring the characters to life. **Ask:** **What vivid, active verbs do you see in the first paragraph?** (Students may note the verbs grabbed, pestering, threw, cared, and hated.) **Ask:** **What do these verbs tell you about Mark and Billy?** (Possible answers: Billy is aggressive. Mark is emotional, and he does not like anyone to bother his friends)

Approaching Level

DIFFERENTIATED INSTRUCTION

Established Give students an opportunity to practice using sensory language to describe the settings of their stories. Provide students with the following five sentences. Have pairs of students select one sentence with which to work. **Ask:** **What sights, smells, sounds, tastes, and textures are present in your setting?** Once they have decided, instruct them to describe the settings orally in a manner that appeals to the senses.

1. The house looks old.
2. The classroom smells musty.
3. The airport is loud.
4. The mall seems crowded.
5. The community center is empty.

English Learners

DIFFERENTIATED INSTRUCTION

Intermediate Tell students that the idiom *the last straw* means "the last in a series of problems that makes someone feel like he or she can no longer put up with a bad situation."

Narrative

Teach

Revise

Color Code To help students revise their narratives, tell them to assign a color to each of the following elements in their stories: main character, setting, conflict, and plot.

Say: **Color-code each sentence in the story. This will help you see which elements you covered fully and which need more support.** To add more support to an element of their stories, have students brainstorm for ideas with a classmate.

Writer's Technique

Leads Tell students that the beginning of a story is called the "lead." It grabs the reader's interest. A good lead often forces the reader to ask a question that will be answered only if the reader continues reading. Writing a dialogue, or a conversation between characters, is one way to create a solid lead. **Ask:** **Does your lead grab the reader's attention by making him or her ask a question?** Tell students that if the lead does not grab the reader's attention, they should consider revising it by beginning the story with dialogue.

Revise

Now it's time to revise your draft so your ideas really shine. Revising is what makes good writing great, and great writing takes work!

Peer Review Trade drafts with a partner. Use the chart below to review your partner's draft by answering the questions in the *What to do* column. Talk about your peer review after you have glanced at each other's drafts and have written the answers to the questions. Next, follow the suggestions in the *How to do it* column to revise your draft.

Revising Plan

What to do	How to do it	Example
Can the reader easily identify the narrator and the point of view?	Use the pronouns <i>I</i> and <i>me</i> for the first-person point of view and <i>he</i> , <i>she</i> , <i>him</i> , <i>her</i> , and <i>they</i> for the third-person point of view.	" Billy is really in for it now!" <i>Mark Johnson</i> I said to <i>himself</i> as <i>he</i> [^] <i>he</i> [^] I angrily grabbed <i>his</i> [^] <i>my</i> books.
Did you include all stages of the plot?	Write about events in the order they happen. Use expressions such as <i>before</i> and <i>an hour later</i> to make the order clear. Add any events that are missing.	As Mark walked to the bus stop [^] <i>a few minutes later</i> , <i>he</i> thought about all the bad things Billy had done to him and his friends.
Is the conflict part of every event and the basis for the theme?	Include events that help develop the conflict and theme. Get rid of details that don't belong.	Mark was still thinking hard as he arrived at the bus stop. He suddenly remembered that he had a social studies test that afternoon.
Have you used sensory details to describe the setting and action?	Choose specific, concrete words that help readers see, hear, smell, taste, or touch.	As she removed her earphone, he was moving around [^] <i>began waving his hands like an orchestra conductor</i> and singing along with the music.
Does the reader know the characters better through your careful use of dialogue and description?	Write dialogue that reflects a character's personality and shows how he or she thinks or feels.	"Thank you," she said. [^] <i>"That's showing him, Mark," she cooed. "You're my hero."</i>

144 UNIT 1 What Makes a Hero?

Writing Practice



Partners Dialogue Write a series of character traits on note cards, one trait per card and one card for each student. Place the cards in a bowl or box and have each student draw a card. Next, ask pairs of students to write short dialogues between two characters. The words spoken by the first character must illustrate the trait written on one partner's card without actually using the word. Likewise, the words

spoken by the second character must illustrate the other trait without actually using the word. Ask pairs of students to read their dialogues aloud. Have the class guess the two character traits illustrated in each dialogue.

Edit and Proofread

For your final draft, read your narrative one sentence at a time. An editing and proofreading checklist may help you spot errors. Use the proofreading symbols in the chart inside the back cover of this book to mark needed changes. Then make corrections.

Grammar Focus: Punctuation of Dialogue

Readers can learn a lot about characters from their conversations with other characters. Be sure to use quotation marks for dialogue and apply other punctuation rules. Below are examples of problems with punctuation of dialogue from the Workshop Model and their solutions.

Problem: It is unclear which words are spoken.

Billy is really in for it now! Mark Johnson said to himself.

Solution: Put quotation marks before and after spoken words.

"Billy is really in for it now!" Mark Johnson said to himself.

Problem: Punctuation is used incorrectly within the quotation.

"That's showing him, Mark she cooed."

Solution A: Put a comma and a quotation mark at the end of the spoken words. Then add the speaker tag and a period.

"That's showing him, Mark," she cooed.

Solution B: Begin with the speaker tag followed by a comma. Then enclose the spoken words and end punctuation in quotation marks.

She cooed, "That's showing him, Mark."

Present

It's almost time to share your writing with others. Write your narrative neatly in print or cursive on a separate sheet of paper. If you have access to a computer, type your narrative on the computer and check the spelling. Save your document to a disk and print it out.

Grammar Tip

Question Marks and Exclamation Points When dialogue ends with a question mark or an exclamation point, put the end quotation marks after the punctuation. "Did you see that?" Kelly asked. "What a race!" Tina shouted.



Revising Tip

Speaker Tags Use precise words that give clues about a character's tone of voice. Occasionally replace *said* with words such as *admitted*, *explained*, *whispered*, or *cooed*.



Presenting Tip

Classroom Anthology Work with your teacher or a small group to organize and copy each narrative onto a single disk to store as a classroom anthology.



Literature Online

Writing and Research For editing and publishing tools, go to glencoe.com and enter QuickPass code GL19756u6.

Narrative

Teach and Assess

Edit and Proofread

Peer Review Tell students to look at one particular aspect of their writing each time they reread their drafts; for example, point of view, sensory details, and punctuation of dialogue. Have partners exchange narratives so that they can do a final review of each other's work.

Approaching Level

DIFFERENTIATED INSTRUCTION



Emerging Write the following sentences on the board and invite students to practice punctuating dialogue in them:

1. Curiouser and curiouser, said Alice.
(*"Curiouser and curiouser," said Alice.*)
2. That gymnastics trick explained Amanda took me three months to learn.
(*"That gymnastics trick," explained Amanda, "took me three months to learn."*)

3. I will be late said the senator's aide so don't wait for me. (*"I will be late," said the senator's aide, "so don't wait for me."*)
4. Quotation marks instructed the teacher enclose the words that a character is saying. (*"Quotation marks," instructed the teacher, "enclose the words that a character is saying."*)

Speaking, Listening, and Viewing Workshop

Narrative Presentation

Focus

Students will plan, practice, and deliver an oral narrative and listen to and evaluate class presentations.

Teach

Speaking Skills

Use Note Cards Have students organize their ideas by writing the narrative's beginning, ending, and important details on separate index cards. Then have them arrange the cards in the correct sequence.

Listening Skills

Listen Actively As students listen to the narratives, have them jot down questions, e.g., about a conflict or a character's motivation. Afterward, they can question the speakers.

For Speaking, Listening, and Viewing rubric, see Unit 1 Teaching Resources, p. 190.

Listening and Speaking Practice

Bring Characters to Life Explain to students that bringing the characters in their narratives to life by giving them distinctive voices and gestures will make their presentations more engaging. Have students list the names of the characters in the narrative and write next to them some adjectives that describe the characters' most important characteristics. Then ask them to try expressing these characteristics in both speech and action.

Learning Objectives

For page 146

In this workshop, you will focus on the following objectives:

Listening and Speaking: Delivering a narrative presentation.

Listening to and evaluating a presentation.

Presentation Checklist

Answer the following questions to evaluate your presentation.

- ☐ Did you speak clearly and precisely—and in a style that fit your characters?
- ☐ Did you change the pace of your speaking to fit the story's action?
- ☐ Did you vary the tone or volume of your voice to add interest to the story?
- ☐ Did you make eye contact with your audience?

Literature Online

Speaking, Listening, and Viewing For project ideas, templates, and presentation tips, go to glencoe.com and enter QuickPass code GL19756u1.

Speaking, Listening, and Viewing Workshop

Narrative Presentation

Activity

Connect to Your Writing Deliver an oral presentation of a narrative to your classmates. You might want to adapt the narrative you wrote for the Writing Workshop on pages 140–145. Remember that you focused on the Unit 1 Big Question: What makes a hero?

Plan Your Presentation

Reread your story and highlight the sections you want to include in your presentation. Just like your written narrative, your narrative presentation should have a plot with a beginning, a middle, and an end, and it should describe a specific setting. Make sure to include dialogue and descriptive details.

Rehearse Your Presentation

Practice your presentation several times. Try rehearsing in front of a mirror where you can watch your movements and facial expressions. You may use note cards to remind you of the story's important events, but practice your narrative enough times that you won't lose eye contact with your audience.

Deliver Your Presentation

- Speak clearly and precisely.
- Adjust your speaking style and gestures to fit individual characters.
- Change the pace of your speaking to help emphasize important moments throughout your story.
- Change the tone or volume of your voice to communicate emotions or build suspense.

Listening to Appreciate

As you listen, take notes on what you like about the story and its delivery. Use the following types of statement frames to share your appreciation with the storyteller.

- I liked the gesture/voice _____ that you used for the character _____ because _____.
- The general mood of this story seems like _____ to me. You cleverly created that mood by _____.

Ask: How might a young character speak and act as compared with an old one? How might a "bad guy" speak and act as compared with a "good guy?" (A young character would probably have a higher and clearer voice and use gestures that are freer and more fluid and lively than an older person's. A good guy might have a mellow, pleasant voice and use open gestures and body language, whereas a bad guy might sound rough and mean and

use guarded gestures and body language.) Remind students to be consistent with each character's voice throughout the presentation. A character may speak somewhat differently at times, but students should try to keep each character's voice recognizable.

Unit Challenge

Answer the Big Question

In Unit 1, you explored the Big Question through reading, writing, speaking, and listening. Now it's time for you to complete one of the Unit Challenges below with your answer to the Big Question.

WHAT Makes a Hero?

Use the notes you took in your Unit 1 **Foldable** to complete the Unit Challenge of your choice.

Before you present your Unit Challenge, be sure it meets the requirements below. Use this first plan if you choose to write a story about what kind of hero the world needs today.

On Your Own Activity: A Hero for Today

- ☐ Choose a personal hero you know or have heard about. Decide what problem your hero will solve. List the skills or the traits your hero will need to solve the problem.
- ☐ Use the ideas on your list to write a story about your hero's adventures. How does your hero solve the problem? Be sure to include concrete details to describe the hero's skills, the plot development, and the setting.
- ☐ Tell your classmates about the adventures. Use expressive body language and the appropriate tone of voice for different parts of the story.

Use this second plan if you choose to tell about local heroes.

Group Activity: Local Heroes Who Inspire

- ☐ Write four questions to ask classmates about their heroes.
- ☐ Ask questions slowly and give people time to answer them fully. Listen carefully and write down their answers.
- ☐ Using your classmates' responses, write a paragraph describing each hero and attach a picture if you have one.
- ☐ Read your paragraphs aloud using eye contact, appropriate body language, and vocal inflections.

Learning Objectives

For page 147

On this page, you will focus on the following objectives:

Writing: Writing a brief narrative.

Listening and Speaking: Delivering a narrative presentation.

Research Process: Sharing a visual/media presentation.

Unit Challenge

Focus

Bellringer Options

Daily Language Practice Transparency 28

Ask: Which of the selections in this unit provided the most inspiring example of a hero? Have volunteers share their answers with the class. Ask them to give specific reasons for their choices.

Teach

Teaching Note

On Your Own Activity: A Hero for Today When students have chosen the main character for the story, have them spend some time considering what they want the character to be like. They might write answers to such questions as What does my hero look like? Where does my hero live? When my hero talks, how and in what kind of voice does he or she speak? Who are my hero's friends? What one word could describe my hero? How would my hero act?

Teaching Note

Group Activity: Local Heroes Who Inspire When students have completed a draft of the description, have them ask the classmates who told them about the person to read the description to make sure that the information in it is accurate.

UNIT CHALLENGE 147

Assess

Students' stories will vary but should

- focus on the Big Question: What makes a hero?
- have a well-developed main character
- present a problem for the hero to overcome
- have a plot that moves along and has a clear resolution
- contain concrete details about the hero, the adventure, and the setting

Students' descriptions of local heroes will vary but should

- give good reasons for why this person is considered a hero
- contain accurate information about the person
- include concrete details about the person

Focus

Summary

The purpose of these pages is to suggest works of fiction and nonfiction that students can enjoy reading outside class. Books featured here relate in some way to the Big Question: What Makes a Hero?

Teach

Political History

Cambodia's Civil War The setting of *The Clay Marble* is Cambodia after the fall of the Khmer Rouge, a Communist group that took control of the country in 1975. The Khmer Rouge wanted to create a place where all people lived and worked as peasants. They tried to destroy all influences of modern life in Cambodia. They killed anyone who showed any sign of having an education as well as anyone who objected to their goals. In all, about 1.5 million Cambodians died under their brutal rule.

Independent Reading

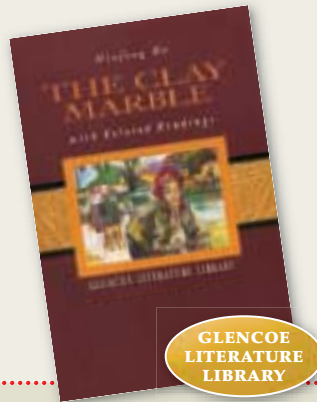
Fiction

To read more about the BIG Question, choose one of these books from your school or local library.

The Clay Marble

by Minfong Ho

During the 1970s, twelve-year-old Dara and her family struggle to survive in war-torn Cambodia. Read to find out how a new friend helps Dara find a way to be reunited with her family after their refugee camp is bombed.

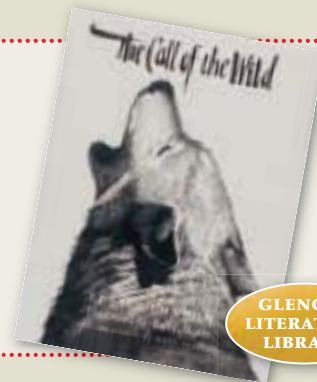


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Anansi the Spider: A Tale from the Ashanti

by Gerald McDermott

Anansi the Spider, the wise and mischievous hero of traditional folktales of Ghana, gets into all sorts of trouble but is saved by his six sons. Read to find out how Anansi decides which son to reward with a very special gift.



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The Call of the Wild

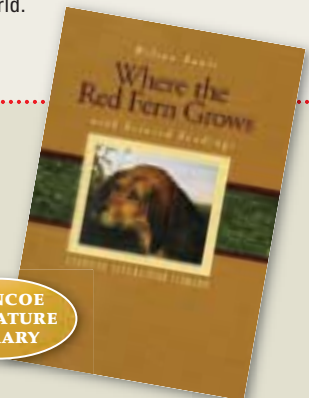
by Jack London

This classic book relates the adventures of a dog named Buck. When Buck is kidnapped from his comfortable California home and forced to work as a sled dog in the Yukon gold rush of the late 1800s, he doesn't know what lies ahead. Follow Buck as he fights to survive in the big, wide world.

Where the Red Fern Grows

by Wilson Rawls

A boy and his dogs roam the Ozarks, searching for raccoons. Victory over a mountain lion turns to tragedy, but the boy learns about loyalty and determination—and that all things are possible if you focus on the task.



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148 UNIT 1 What Makes a Hero?

Reading Practice

SPIRAL
REVIEW



Preview Remind students that previewing means looking material over before they read it. Ask them to preview the books featured on these pages, looking at the headings, titles, and cover art. **Ask:** What kinds of clues can you gather from the books' covers? Which books look most interesting or appealing to you? Why?

SPIRAL
REVIEW



Make Connections Tell students that as they read, they should look for connections between the book that each of them has chosen and the selections in this unit. Point out that all of the books on these pages connect in some way to the Big Question: What Makes a Hero? Ask students to think about the theme of the book and to

identify which selections have a similar theme. Have them also think about whether the characters or situations in the book have much in common with other works they have read recently.

Nonfiction

50 American Heroes Every Kid Should Meet

by Dennis Denenberg and Lorraine Roscoe

This book contains short biographies of famous people from various eras and fields of accomplishment. Read to learn more about such heroes as Cesar Chavez, Susan B. Anthony, Frederick Douglass, Dolores Huerta, John Glenn, and Harriet Tubman.



First in the Field: Baseball Hero Jackie Robinson

by Derek T. Dingle

This photobiography focuses on the childhood and early adulthood of the man who was the first African American player in the major leagues. The book includes a time line of African American milestones in sports history.

The Endless Steppe: Growing Up in Siberia

by Esther Hautzig

This autobiography tells how the author and her family were taken from their remote Siberian village in 1941 and sent to a labor camp. Young Esther, her mother, and her grandmother must try to stay together and make a new life in extremely difficult conditions.



Write a Review

Write a review for your classmates of the book you read. Evaluate the author's craft as you explain what you found interesting, unusual, exciting, or even annoying in the book. Explain why you would or would not recommend the book. Include specific examples and descriptive details to support your ideas.

INDEPENDENT READING 149

English Learners

DIFFERENTIATED INSTRUCTION

Intermediate Explain to students that the purpose of a book review is to present a personal opinion of a book they have read. The review should explain what the reviewer thought of the subject of the book and the author's style. Remind students that the audience for the review is their classmates, so it can have an informal tone and should include information that other students will find interesting.

Approaching Level

DIFFERENTIATED INSTRUCTION

Emerging To help students focus their ideas for writing a book review, have them quickly list what they liked about the book, what they did not like, and what they found surprising. Then ask them to develop these topics further by explaining their responses.

Remind students that evaluating the author's craft means examining the author's writing style, i.e., choice of words and arrangement of words and sentences, to see how it added to or detracted from the story.

Independent Reading

Teach

Cultural History

African Americans in Baseball In 1947, Jackie Robinson made baseball history by becoming the first African American player on a major league team. African Americans had played professionally since the 1880s but only on all-black teams and not against white major league teams.

For access to all study guides for the Glencoe Literature Library, use the Literature Library Teacher Resources CD-ROM.

To customize reading lists from a database of more than 30,000 titles, use BookLink K-12 CD-ROM.

Write a Review

In their book reviews students should

- evaluate the author's craft, using specific examples
- present a personal opinion of the book and support it with reasons and examples
- explain why he or she does or does not recommend the book

Assessment

Reading

Explain to students that this Assessment is intended to reinforce general test-taking strategies as well as to test the skills and the vocabulary covered in Unit 1. First, students will be asked to read an excerpt from a fiction selection and answer comprehension, context-clue, and inference questions. Then they will be asked to answer questions about vocabulary and grammar and language conventions and to write an essay.

Test-Taking Tips

Remind students of the basic strategy for taking multiple-choice language arts tests:

- (optional) Look over the questions first. Then read the passage.
- Answer the questions that you are fairly sure of first. Skip questions you are not sure of.
- When you have answered all the questions you are sure about, return to the ones you are not sure about.
- For each hard question, eliminate any answers that you know are wrong.
- If eliminating wrong answers still leaves a choice, turn back to the passage and skim to find which of the remaining answers is probably correct.
- If you are still not sure of the correct answer, make your best guess.

Point out to students that, if they cannot answer one or more of the questions, they should proceed with the rest of the test. They can return to more difficult questions when they have completed all of the questions that they can answer easily.

Assessment

Reading

Read the passage and answer the questions. Write your answers on a separate sheet of paper.

from “The Gold Cadillac” by Mildred D. Taylor

‘Lois and her sister, Wilma, are amazed to see their father pull up in front of their house in a shiny gold Cadillac. They rush into the house to tell the rest of the family.

“We got us a Cadillac! We got us a Cadillac!” Wilma and I proclaimed in unison. We had decided that the Cadillac had to be ours if our father was driving it and holding on to the keys. “Come on see!” Then we raced on, through the upstairs sunroom, down the front steps, through the downstairs sunroom, and out to the Cadillac. Mr. Pondexter was still there. Mr. LeRoy and Mr. Courtland from down the street were there too and all were admiring the Cadillac as my father stood proudly by, pointing out the various features.

“Brand-new 1950 Coupe de Ville!” I heard one of the men saying.

“Just off the showroom floor!” my father said. “I just couldn’t resist it.”

My sister and I eased up to the car and peeked in. It was all gold inside. Gold leather seats. Gold carpeting. Gold dashboard. It was like no car we had owned before. It looked like a car for rich folks.

“Daddy, are we rich?” I asked. My father laughed.

“Daddy, it’s ours, isn’t it?” asked Wilma, who was older and more practical than I. She didn’t intend to give her heart too quickly to something that wasn’t hers.

“You like it?”

“Oh, Daddy, yes!”

He looked at me. “What ‘bout you, ‘lois?”

“Yes, sir!”

My father laughed again. “Then I expect I can’t much disappoint my girls, can I? It’s ours all right!”

Wilma and I hugged our father with our joy. My uncles came from the house and my aunts, carrying their babies, came out too. Everybody surrounded the car and owwed and ahhed. Nobody could believe it.

150 UNIT 1 What Makes a Hero?



To customize assessments online, go to Progress Reporter Online Assessment.



To customize assessments using software, use ExamView Assessment Suite CD-ROM.

Assessment

from **"The Gold Cadillac"**

by Mildred D. Taylor

1. C is the correct answer. The narrator identifies herself in the first paragraph by saying "my sister and I" and "my father."
2. B is the correct answer. Everything we learn directly about the father comes from his own words and actions; nothing comes from other characters (directly) or the narrator.
3. D is the correct answer. Mr. LeRoy is mentioned only once, has no dialogue, and participates in the action only as one of the people admiring the new car.

Then my mother came out.

Everybody stood back grinning as she approached the car. There was no smile on her face. We all waited for her to speak. She stared at the car, then looked at my father, standing there as proud as he could be. Finally she said, "You didn't buy this car, did you, Wilbert?"

"Gotta admit I did. Couldn't resist it."

"But . . . but what about our Mercury? It was perfectly good."

"Don't you like the Cadillac, Dee?"

"That Mercury wasn't even a year old!"

My father nodded. "And I'm sure whoever buys it is going to get themselves a good car. But we've got ourselves a better one. Now stop frowning, honey, and let's take ourselves a ride in our brand-new Cadillac!"

My mother shook her head. "I've got food on the stove," she said and turning away walked back to the house.

There was an awkward silence and then my father said, "You know Dee never did much like surprises. Guess this here Cadillac was a bit too much for her. I best go smooth things out with her."

Everybody watched as he went after my mother. But when he came back, he was alone.

1. The narrator of this passage is
 - A. a father.
 - B. a mother.
 - C. one of the family's daughters.
 - D. a neighbor of the family.
2. The reader learns about the father's character mainly through
 - A. his wife's behavior.
 - B. his own words and actions.
 - C. what other characters say about him.
 - D. the author's description of his thoughts.
3. A minor character in this passage is
 - A. 'lois.
 - B. the father.
 - C. the mother.
 - D. Mr. LeRoy.



Literature Online

Assessment For additional test practice, go to glencoe.com and enter QuickPass code GL19756u1.

Reading

4. D is the correct answer. The second sentence suggests a sensible, nonemotional attitude that has nothing to do with curiosity or education.
5. C is the correct answer. The narrator says that the Cadillac “was like no car we had owned before” and “looked like a car for rich folks,” and both girls are thrilled with it.
6. B is the correct answer. The mother clearly believes it was wasteful to trade in the year-old Mercury, while the father believes he traded up for a better car.
7. A is the correct answer. The neighbors’ gathering in admiration shows that purchasing a brand new Cadillac was a noteworthy event.
8. A is the correct answer. The fact of the purchase comes out in the dialogue when the mother asks the father if he bought the car and he replies “Gotta admit I did.”
9. D is the correct answer. Although the mother doesn’t directly express disapproval, she offers no words of approval, and her refusal to go for a ride certainly implies that she is upset.
10. D is the correct answer. The father seems confident and proud until his wife shows her disapproval of his purchasing the new car.

4. Read these sentences from the passage.

“Daddy, it’s ours, isn’t it?” asked Wilma, who was older and more practical than I. She didn’t intend to give her heart too quickly to something that wasn’t hers.

The word practical here means

- A. curious.
 - B. educated.
 - C. sensible.
 - D. emotional.
5. What makes the sisters so excited throughout the passage?
 - A. They think the car is made of gold.
 - B. They want to go for a ride immediately.
 - C. They are thrilled to have an expensive car.
 - D. They can’t wait to see their mother’s reaction to the Cadillac.
 6. In this passage, the major contrast between the mother and father has to do with their attitudes about
 - A. their children.
 - B. spending money.
 - C. the neighborhood.
 - D. politeness and manners.

7. The author describes the neighbors gathering around the car to support what main idea?
 - A. Buying a Cadillac was a special thing to do.
 - B. The car was not as good as it looked.
 - C. The mother was unhappy with her husband.
 - D. This purchase made the father a neighborhood joke.
8. What technique does the author use to inform the reader that the father has purchased the car?
 - A. dialogue
 - B. description
 - C. supporting details
 - D. characterization
9. What does the story suggest is the reason the mother walks back into the house?
 - A. Everyone has fallen silent.
 - B. She is eager to prepare a meal.
 - C. She has no interest in cars.
 - D. She is upset with her husband’s purchase.
10. During the course of this passage, the father’s mood changes from
 - A. joy to irritation.
 - B. calmness to anger.
 - C. sadness to happiness.
 - D. confidence to concern.

Test-Taking Tip

Remind students that when they are answering the questions in this section, they can look back at the passage to find evidence or clues that will help them select the correct answers. Students are never asked to speculate without adequate evidence; they need only refer back to the passage and find clues in the text.

Vocabulary Skills

On a separate sheet of paper, write the numbers 1–14. Next to each number, write the letter of the word or phrase that is closest in meaning to the underlined word.

1. a barren landscape
A. mountainous C. flat
B. forested D. lifeless
2. pondering her next move
A. making C. thinking over
B. preventing D. discovering
3. a dispute between nations
A. border C. discussion
B. quarrel D. agreement
4. if they prevail
A. lose C. start over
B. succeed D. agree
5. the essential ingredients
A. necessary C. numerous
B. expensive D. complicated
6. plagued by birds
A. surrounded C. bothered
B. watched D. fascinated
7. a prominent man
A. tough C. friendly
B. famous D. well-paid
8. to be evidently scared
A. plainly C. reasonably
B. extremely D. unexpectedly
9. the adjoining room
A. cramped C. dark
B. undecorated D. neighboring
10. fertile land
A. rolling C. beautiful
B. productive D. populated
11. to acknowledge a problem
A. explain C. admit to
B. think about D. solve
12. ravaged the neighborhood
A. helped C. changed
B. ruined D. swept through
13. economic problems
A. money C. personal
B. physical D. unavoidable
14. to heed someone's words
A. record C. explain
B. ignore D. listen to

Assessment

Vocabulary Skills

1. D
2. C
3. B
4. B
5. A
6. C
7. B
8. A
9. D
10. B
11. C
12. B
13. A
14. D

Assessment

Writing Strategies

1. A
2. C
3. B
4. C
5. A

Test-Taking Tips

Remind students to read and then answer *every* multiple-choice question.

Remind students that anytime they come across a question that is difficult for them, they should read it and its possible answer choices carefully. Then they should eliminate any choices that are obviously wrong and make an educated guess about the remaining choices.

Writing Strategies

The following is a rough draft of part of a student's report. It contains errors. Read the passage. Then answer the questions on a separate sheet of paper.

(1) You can learn from reading. (2) You can learn from short stories. (3) We have read and enjoyed many short stories lately. (4) In class today we read part of a story called "The Gold Cadillac." (5) It is about a family that has two daughters. (6) When the story opens, the father has just purchase a new Cadillac. (7) The father really likes the car. (8) His wife thinks he is foolish. (9) She thinks he should have kept the old car. (10) We will read more of the story tomorrow.

1. How could sentences 1 and 2 be most logically combined?
 - A. You can learn from reading short stories.
 - B. You can learn from reading and also from short stories.
 - C. If you read short stories, you can learn from reading them.
 - D. Because you can learn from reading, you can learn from short stories.
2. In sentence 6, which words should replace *has just purchase*?
 - A. is purchasing
 - B. just purchased
 - C. has just purchased
 - D. will have purchased
3. Which word could best be used to combine sentences 7 and 8?
 - A. and
 - B. but
 - C. so
 - D. because
4. What are the helping verbs in sentence 9?
 - A. should
 - B. have
 - C. should *and* have
 - D. have *and* kept
5. Which of the following is a verb phrase?
 - A. can learn
 - B. read and enjoyed
 - C. is about
 - D. really likes

Writing Product

Read the assignment in the box below and follow the directions. Use one piece of paper to jot down ideas and organize your thoughts. Then neatly write your essay on another sheet. You may not use a dictionary or other reference materials.

Writing Situation:

In “The Gold Cadillac” the author does not state directly what the main characters are like. Instead, she describes them indirectly, revealing their personalities through their words and actions.

Directions for Writing:

Write a short essay in which you explain how a reader can tell what the mother and father in the passage are like. Provide examples of actions and dialogue from the story that help the reader learn about their personalities.

Keep these hints in mind when you write.

- Focus on what the directions tell you to write.
- Organize the way you will present your ideas.
- Provide good, clear support for your ideas.
- Use different kinds of sentence structures.
- Use precise words that express your ideas clearly.
- Check your essay for mistakes in spelling, grammar, and punctuation.

Assessment

Writing Product

Evaluate the essay for the following:

- a clear understanding of and insight into the mother and father;
- a clear organization for the interpretation of the mother and father;
- several clear examples of action or dialogue from the passage to support the interpretation;
- correct use of grammar, punctuation, and spelling conventions.



For more end-of-unit assessment, see Assessment Resources, pp. 163–164.

UNIT TWO

Skills Scope and Sequence

Readability Scores Key: **Dale-Chall**/**DRP**/**Lexile**

PART 1: Learning About the World

Selections and Features	Literary Elements
BQ Focus To Young Readers , by Gwendolyn Brooks pp. 158–160	
Informational Text Tracking Trash , by Rachel Young 6.8/60/1350 pp. 162–170	Author's Purpose SE p. 163 Text Structure (review) SE p. 169
Functional Documents Mail Order Form, Account Application, and Instructions pp. 171–177	
Short Story The Sand Castle , by Alma Luz Villanueva 5.9/55/850 pp. 178–188	Flashback SE p. 179 Author's Purpose (review) SE p. 187
Grammar Workshop p. 189	
Informational Text TIME: Nobody's Perfect , by David Fischer 5.2/53/790 pp. 190–193	
Poem who knows if the moon's , by E. E. Cummings pp. 194–197	Imagery SE p. 194 Tone (review) SE p. 196
Informational Text The Emperor's Silent Army , by Jane O'Connor 7.3/57/1040 pp. 198–209	Description SE p. 199 Point of View TE p. 200 Simile TE p. 204
Textbook Lesson Climate 7.4/61/870 pp. 210–217	Text Features SE p. 211 Author's Purpose (review) SE p. 216
Genre Focus pp. 218–219	Informational Text SE p. 218
Vocabulary Workshop p. 220	

Reading Skills and Strategies	Vocabulary	Writing	Speaking, Listening, and Viewing
		Grammar	
		Write a Summary SE p. 160 Write a Response to Literature SE p. 160 Freewrite TE p. 160	Create a Poster TE p. 160
Question SE p. 163 Preview TE p. 164 Activate Prior Knowledge TE p. 164 Identify Cause-and-Effect Relationships TE p. 166 Predict TE p. 168	Synonyms and Antonyms SE p. 169 Academic Vocabulary SE p. 169	Write a Summary SE p. 170 Commas in a Series SE p. 70	Discussion SE p. 168
Skim and Scan SE p. 171 Analyze Text Features TE pp. 172, 176 Question TE p. 174		Create a Form SE p. 177	
Connect to Today SE p. 179 Predict SE p. 180 Preview SE p. 180	Word Usage SE p. 187 Academic Vocabulary SE p. 187	Write a Persuasive Letter TE p. 182 Write a Scene TE p. 184 Write an Expository Essay SE p. 188	Discussion SE p. 186
		Sentence Fragments SE p. 189 Parts of a Sentence TE p. 189	
Connect to Personal Experience SE p. 190 Preview TE p. 190		Write a Research Report TE p. 192 Write a Summary SE p. 193	
	Academic Vocabulary SE p. 196	Past Perfect Tense SE p. 197 Apply Imagery SE p. 197	
Recognize Author's Purpose SE p. 199 Identify Main Idea TE p. 206 Identify Sequence TE p. 208	Word Usage SE p. 209 Academic Vocabulary SE p. 209	Sentence Variety TE p. 202 Write a Letter SE p. 209	
Analyze Text Structure SE p. 211	Word Usage SE p. 215 Academic Vocabulary SE p. 215	Write a Summary TE p. 214 Future Tense SE p. 217 Research Report TE p. 217	Oral Report TE p. 212
Analyze Text Structure and Text Features SE p. 219 Skim and Scam TE p. 219		Write a Research Report TE p. 218	
	Context Clues SE p. 220 Shades of Meaning TE p. 220		

UNIT TWO

PART 2: Exploring Traditions

Selections and Features	Literary Elements
Myth The End of the World , by Jenny Leading Cloud 4.7/49/1060 pp. 222–226	Oral Tradition SE p. 222 Origin Tales TE p. 222 Figurative Language TE p. 224 Theme (review) SE p. 226
Folktale How the Snake Got Poison , by Zora Neale Hurston 6.7/48/720 pp. 227–231	Folktale SE p. 227 Dialogue (review) SE p. 231
Literary Perspective <i>from</i> Dust Tracks on a Road , by Zora Neale Hurston 5.5/48/700 pp. 232–235	
Haiku Four Haiku: Seasons , by Yosa Buson, Kawabata Bōsha, Yozuru Miura, and Naitō Jōsō pp. 236–239	Haiku SE p. 236
Informational Text Ballpark Food , <i>from</i> Consumer Reports 4 Kids 4.9/58/1040 pp. 240–246	Text Features SE p. 241
Media Workshop p. 247	Media Elements SE p. 247
Short Story Ta-Na-E-Ka , by Mary Whitebird 5.9/55/720 pp. 248–261	Conflict SE p. 249 Plot (review) SE p. 261
Informational Text These Walls Can Talk , <i>from</i> TIME For Kids 8.8/68/1230 pp. 262–270	Text Structure SE p. 263
Comparing Literature He Lion, Bruh Bear, and Bruh Rabbit (folktale), by Virginia Hamilton and The Toad and the Donkey (folktale), by Toni Cade Bambara 4.5/48/480 and 4.5/47/810 pp. 271–279	Character SE p. 271 Dialect TE p. 272
Writing Workshop pp. 280–285	
Speaking, Listening, and Viewing Workshop p. 286	
Unit Challenge p. 287	
Independent Reading pp. 288–289	
Assessment pp. 290–295	

Reading Skills and Strategies	Vocabulary	Writing	Speaking, Listening, and Viewing
		Grammar	
	Academic Vocabulary SE p. 225	Write a Summary TE p. 225 Irregular Verbs SE p. 226	Oral Report SE p. 226
Make Generalizations about Characters TE p. 228	Academic Vocabulary SE p. 230	Write a Scene TE p. 230 Nouns SE p. 231	Performance SE p. 231
Visualize SE p. 232 Recognize Author's Purpose TE p. 232		Write a Letter TE p. 234 Write a Summary SE p. 235	
Compare SE p. 239		Write a Haiku TE p. 236 Write a Journal Entry SE p. 239	
Determine Main Idea and Supporting Details SE p. 241	Synonyms and Antonyms SE p. 246	Write a Persuasive Letter TE p. 244 Write a Summary SE p. 246	Oral Report TE p. 246
Analyze Media Elements SE p. 247		Create a Graphic Organizer TE p. 247	
Make Inferences about Characters SE p. 249, TE pp. 252, 258 Compare and Contrast TE p. 252 Predict TE p. 254 Visualize TE p. 254	Word Usage SE p. 260 Academic Vocabulary SE p. 260	Write a Research Report TE p. 256 Pronoun Antecedents SE p. 261	Oral Report TE p. 250 Literature Group SE p. 261
Identify Cause-and-Effect Relationships SE p. 263 Distinguish Fact and Opinion TE p. 266	Word Parts TE p. 264 Word Usage SE p. 270	Write a Persuasive Letter SE p. 270	
Compare and Contrast SE p. 271 Skim TE p. 278		Write a Trickster Tale TE p. 276 Write a Comparison-Contrast Essay SE p. 279	Storytelling TE p. 274 Discussion SE p. 279
Scan TE p. 284		Prewrite SE p. 280 Draft SE p. 281 Revise SE p. 284 Write a Functional Document SE p. 285	
		Revise SE p. 286 Note Taking SE p. 286	Informative Presentation SE p. 286 Provide Feedback TE p. 286
		Create a Comic Strip SE p. 287 Write a Script TE p. 287	Interview SE p. 287
Preview TE p. 288		Write a Book Report TE p. 288	Interview SE p. 289
		Write a Persuasive Essay SE p. 295	

UNIT TWO

Focus

Bellringer Options



Literature Launchers: Pre-Reading Videos DVD, Unit 2 Launcher

Daily Language Practice Transparency 32

Or ask: **What things do you enjoy reading? Why?** Write responses on the board. Share the titles of some of your favorite books and magazines and your reasons for reading.



For School-to-Home Activities, see Unit 2 Teaching Resources, pp. 5–11.



For independent novel study, see Novel Companion pp. 51–94.

View the Photograph

Ask: **What are the people in the photograph reading?** (*Newspapers*)
Ask: **Why?** (*to learn about local and world news and events; to enjoy human interest and feature stories*)
Ask: **Do you think it's important to read the newspaper regularly?**

WHY Read?



156

Unit Objectives

Literary Elements

- Analyzing author's purpose
- Analyzing flashback
- Analyzing imagery
- Analyzing description
- Analyzing oral tradition
- Analyzing folktale
- Analyzing haiku
- Analyzing conflict
- Analyzing text features

Reading Skills and Strategies

- Questioning
- Skimming and scanning
- Connecting to today
- Recognizing author's purpose
- Analyzing text structure
- Determining main idea and supporting details
- Making inferences about character
- Identifying cause-and-effect relationships

Writing

- Writing a functional document

Grammar

- Understanding sentence fragments

Vocabulary

- Understanding context clues

UNIT TWO

THE BIG Question

“Once you’ve learned to read, you’ll be forever set free.”

—FREDERICK DOUGLASS

FOLDABLES® Study Organizer

○	short story
○	folktale
○	myth
○	science fiction
○	article
○	poem
○	Unit 2
○	Why Read?

Throughout Unit 2, you will read, write, and talk about the **BIG Question**—“**Why Read?**” Use your Unit 2 **Foldable**, shown here, to keep track of your ideas as you read. Turn to the back of this book for instructions on making this **Foldable**.

157

UNIT TWO

Focus

Summary

Gwendolyn Brooks explains what she feels are the benefits of reading good books in her poem “To Young Readers.”

About the Quote

Frederick Douglass was a former slave who became an outspoken advocate of the abolitionist movement. Educated by the wife of his former owner and by local schoolboys, Douglass later wrote worked as a consultant to Abraham Lincoln. Douglass’s life would have been very different if he had not received an education, particularly if he had not learned to read. In this quote, he tells others that learning to read allows a person to be independent, to make personal decisions, and to be a good citizen.

For diagnostic assessment, see Assessment Resources, pp. 5–10.

For Foldable pattern, see Unit 2 Teaching Resources, pp. 3–4.

Unit Resources

Print

- Student and Teacher Editions, pp. 156–295
- Unit 2 Teaching Resources, pp. 1–224
- Bellringer Transparencies: Selection Focus 6, 7; Daily Language Practice 32–61
- Interactive Read and Write (On Level, Approaching, EL), pp. 53–100
- Novel Companion, pp. 51–94
- Assessment Resources, pp. 5–10, 55–80, 165–166

Technology

- TeacherWorks Plus CD-ROM
- StudentWorks Plus
- Literature Launchers: Pre-Reading Videos DVD, Unit 2
- Literature Online
www.glencoe.com
- Progress Reporter Online Assessment
- ExamView Assessment Suite CD-ROM
- Glencoe Interactive Vocabulary CD-ROM
- Listening Library Audio CD
- Classroom Presentation Toolkit CD-ROM
- Literature Library Teacher Resources CD-ROM
- BookLink CD-ROM
- Skill Level Up CD-ROM

Before You Read

Focus

Why Is It Important?

The Big Question in this unit asks students to consider why people read. Ask students to keep a list each time they read something during the week. Ask them to include signs, telephone books, and other everyday texts as well as longer pieces.

Teach

What You'll Read

In this unit, students ask themselves, "Why read?" They will read informational selections on a range of subjects, from ballpark food to climate to trash. They will also read folktales about nature, poems about the seasons, and science fiction about the future. Students will see that reading can open the world to them and provide a wealth of useful and interesting information. As they consider the many reasons people read, they will deepen their appreciation of the values and pleasures of reading.

What You'll Write

As they read the selections in this unit, students will take notes in their Unit 2 Foldables. At the end of the unit, they will use these notes to interview people about what they have read lately or to create a comic strip about a superhero who fights illiteracy.

Explore the BIG Question

WHY Read?

How do you find out what is happening in the world, what route a city bus takes, where a movie is showing, or what's on the menu at a restaurant? You find out by reading. Explore how reading can help you get the information you need.

Think about how reading can help you meet these goals:

- Learning About the World
- Exploring Traditions

What You'll Read

Reading different types of works can help you explore the world. In this unit, **informational texts**—nonfiction that conveys facts and information without giving personal opinions—are excellent sources of information. You will also read short stories, folktales, poetry, and other texts that can lead you to discover answers to the Big Question.

What You'll Write

As you explore the Big Question, you'll write notes in your Unit 2 **Foldable**. Later you'll use these notes to complete two writing assignments related to the Big Question.

1. Write a Functional Document

2. Choose a Unit Challenge

- **On Your Own Activity: Conduct Interviews**
- **Group Activity: Comic Strip**

What You'll Learn

Literary Elements

author's purpose
flashback
imagery
description
text features
oral tradition
folktale
haiku
conflict
text structure

Reading Skills and Strategies

question
skim and scan
connect to today
recognize author's purpose
analyze text structure
determine main idea and supporting details
make inferences about character
identify cause-and-effect relationships

158 UNIT 2 Why Read?

What You'll Learn

The **Literary Elements** and the **Reading Skills and Strategies** in this unit have been selected because they are particularly helpful in reading the featured genre—informational texts. The selections provide opportunities for

students to become familiar with the literary elements and practice and develop the reading skills and strategies.

To Young Readers

Gwendolyn Brooks



The Library, 1960. Jacob Lawrence. Tempera on fiberboard, 60.9 x 75.8 cm. National Museum of American Art, Washington, DC.

Good books are
bandages
and voyages
and linkages^o to Light;

5 are keys and hammers, **1**
ripe redeemers,^o
dials and bells and
healing hallelujah.

Good books are good nutrition.

10 A reader is a Guest
nourished, by riches of the Feast,
to lift, to launch, and to applaud the world.

⁴ *Linkages* is another way of saying *links*, or connections.

⁶ *Redeemers* are rescuers or saviors.

Set a Purpose for Reading

Read this poem to discover
the many things that reading
can do for you.

BQ BIG Question

How might a book be a key
or a hammer?

Teach

Set a Purpose for Reading

Some kinds of writing have specific purposes. For example, the articles on a newspaper's front page are meant to inform readers, but the paper's editorials attempt to persuade.

Ask: *What purposes might a poem have?* (Possible responses: *to tell a story, to entertain, to describe, to express feelings*) **Say:** *Poems can also make us think. As you read "To Young Readers," think about how books might be like a bandage, a key, or a bell.*

BQ BIG Question | 1

A book can help you unlock new ideas and destroy old ones.

View the Art

Ask: *What are the people doing in this painting?* (They are reading books.)

APPROACHING **Ask:** *How do you think these people feel about those books?* (They seem very interested in reading the books.)

ADVANCED **Ask:** *What lines from the poem do you think the people in the picture would use to describe good books?* (Possible answers: "Good books are good nutrition." "Good books are bandages and voyages and linkages to Light.")

Approaching Level

DIFFERENTIATED INSTRUCTION



Established Tell students that a metaphor is a figure of speech that compares or equates things in a fresh way. For example, in the line "Good books are bandages and voyages," Brooks means that books can help people heal and take them to various places within their imagination. In a metaphor, the things compared are different in many ways, but similar in some ways. There is an enormous amount of

difference between a book and a bandage, but they both can heal. The bandage protects a cut. **Ask:** *How can a book heal?* (Possible answers: *A self-help book can help you solve a problem. A novel about someone with problems similar to your own can make you feel better.*) Ask for examples of something they have read that helped them to deal with a problem or to feel better.

After You Read

Assess

Respond and Think Critically

Possible answers:

1. The poem says good books can connect us to knowledge and wisdom, heal us, and nourish us.
2. Students will likely say that the tone is inspiring and full of possibilities.
3. The speaker probably means that books rescue us from our everyday lives or from ignorance, and they are always ready for us whenever we need them.
4. Students should support their opinions by describing their own experiences with reading.

Writing

Reader Response Students should identify a metaphor from the poem and explain its meaning. Students should explain why they like the metaphor and how it fits with their experience of reading.

After You Read

Respond and Think Critically

1. Use your own words to retell what the poem says about good books. [Summarize]
2. What is the tone of this poem? [Identify]
3. What does the poet mean when she says that good books are “ripe redeemers”? [Interpret]
4. Do you agree with the poet about the power of reading? Why or why not? [Evaluate]



Writing

Reader Response Notice the many comparisons in this poem, which are meant to suggest to readers the purposes that good books can serve. These include *bandage*, *voyage*, *linkage*, *key*, *hammer*, *bell*, and *nutrition*. Pick your favorite comparison and write a paragraph about what it means in the poem and why you like it. Use evidence and examples from the text to support your interpretation and ideas. You may want to begin your paragraph with this topic sentence:

This poem says that a good book can be a _____.
This means _____.

La Lectura (Reading).
Arturo Gordon Vargas.
Private collection.



Learning Objectives

For page 160

In studying this text, you focused on the following objectives:

Literary Study: Analyzing imagery.

Reading:

Analyzing metaphor.

Interpreting imagery.

Recognizing author's purpose.

Summarizing.

 **Literature** Online

Selection Resources For Selection Quizzes, eFlashcards, and Reading-Writing Connection activities, go to glencoe.com and enter QuickPass code GL19756u2.

160 UNIT 2 Why Read?



Writing Practice

Theme Read aloud this quotation from the work of historian Barbara Tuchman. **Say:** “Books are the carriers of civilization. Without books, history is silent, literature dumb, science crippled, thought and

speculation at a standstill.” **Ask:** How does this quotation relate to the painting by Jacob Lawrence? Have students complete a five-minute free-write about this question. Then have volunteers share their responses.

Research Practice



Theme Have students work with a partner to create a poster advertising the benefits of reading discussed in the poem, “To Young Readers.” Display the posters in the classroom or the school library.

Learning About the World



Line School, 1986. Ditz. Private Collection.

BQ BIG Question Why Read?

How is the student in the picture showing that she is curious about the world around her? What have you learned through reading that has made you wonder about the world?

Part 1: Learning About the World

Ask: What types of information can you obtain by reading? (Possible responses: news, facts, explanations, opinions, instructions, schedules)

View the Art

Ask students to look carefully at the details in the picture, including the girl's expression as she reads.

Ask: How is the classroom in the picture similar to and different from classrooms you have been in? In what ways does the girl's reading experience at school seem similar to or different from your own?

BQ BIG Question

She is showing her curiosity through reading a book. Students may say that they have learned facts about nature, science, and the lives of people whose cultures differ from theirs.

For additional support for English Learners, see Unit 2 Teaching Resources, p. 19.

161

Approaching Level

DIFFERENTIATED INSTRUCTION

Established In a democracy, citizens have many responsibilities. Responsible citizens read newspapers and magazines and check news on television and the Internet to get information about important issues and events. Before voting, citizens who wish to be well informed study the views of candidates for government office to see what positions they hold on important issues. Some citizens take

part in candidates' election campaigns. Lead a discussion about political campaigns. Ask students where they might find information about politicians' agendas. Discuss reasons people give for supporting or not supporting politicians. List challenging vocabulary words and concepts and help students understand their meanings in context.

Before You Read

Focus

Bellringer Options

Daily Language Practice

Transparency 33

Or show students a selection of items you might find at a beach—shells, rocks, sand, or litter of various kinds.

Ask: **Where might you find these objects?** Ask students to speculate how each item might end up at the beach.

Vocabulary

Point out that some of the vocabulary words are used in science. Have students work in pairs to write a short dialogue in which they use all of the vocabulary words. Tell them to make one character a scientist. Have pairs rehearse their dialogues and present them to the class.

For additional vocabulary practice, see Unit 1 Teaching Resources, p. 28.

For additional context, see Glencoe Interactive Vocabulary CD-ROM.

Before You Read

Tracking Trash

Connect to the Article

What are some common items that you might expect to see washed up on a beach? Have you ever found an interesting or unusual item on the shore?

List List common and uncommon items you might find on a beach. Make a guess about where each item came from.

Build Background

Oceanographers are scientists who study oceans. “Tracking Trash” focuses on how these scientists learn about ocean currents.

- The oceans of the world are huge and cover about 70% of Earth’s surface. Three major oceans, the Pacific, the Atlantic, and the Indian, surround Earth’s land masses. North of the arctic circle, the Atlantic Ocean is often referred to as the Arctic Ocean. The region surrounding Antarctica is known as the Antarctic Ocean.
- The routes of ocean currents are difficult to trace because forces such as gravity, wind, and temperature affect them.

Vocabulary

soggy (sog’ ē) *adj.* filled with water to the point that no more can be absorbed (p. 164). *Hungry ducks dove for the soggy crackers we had tossed into the water.*

predict (pri dikt’) *v.* to say or guess ahead of time what is going to happen, using observation, experience, or reason (p. 165). *Scientists can predict when a volcano will erupt.*

seasonal (sē’ zə nəl) *v.* affected by the seasons; happening at a certain season (p. 165). *Jim prefers to prepare dishes that feature seasonal vegetables.*

abandoned (ə ban’ dænd) *adj.* deserted, left behind (p. 167). *The storm-tossed ship, abandoned by its crew, sank beneath the waves.*

theory (thē’ ə r ē) *n.* a guess based on evidence (p. 167). *Kareem has a theory that cats are smarter than dogs.*

Earth’s Oceans



Approaching Level

DIFFERENTIATED INSTRUCTION

Vocabulary Preteaching Have students work in pairs to complete the following sentence stems by adding words and using the vocabulary word in parentheses.

(soggy) If you don’t eat your cold cereal soon after you pour the milk into the bowl, _____.

(abandoned) During the heavy snowstorm, several cars on the highway _____.

(seasonal) Mail carriers deliver a large amount of in mail in December due to _____.

(predict) Fortune tellers claim that they _____.

(theory) The detective carefully examined the evidence and then _____.

English Learners

DIFFERENTIATED INSTRUCTION

Vocabulary Preteaching Have students work in pairs to make a vocabulary matching game. Have students write each word on separate index cards. Have them make a set of definition cards by writing the definition for each word on separate cards. Have students shuffle the cards and place them face down. Students can take turns flipping over the cards and reading the definitions aloud until they match each word with its definition.

Set Purposes for Reading

BQ BIG Question

As you read, ask yourself, what am I learning about the world by reading “Tracking Trash”?

Literary Element Author’s Purpose

The **author’s purpose** is what the author tries to do by writing a particular work—to **entertain**, to **inform**, to **persuade**, or to **express emotion**. Sometimes the author has more than one purpose. In an informational article, such as “Tracking Trash,” the author’s main purpose is to inform readers about a topic.

Knowing the author’s purpose helps you understand why you are reading. You will be ready to watch for examples that tell you what the author wants to communicate. You will notice the author’s choice of words that carry special meanings.

Reading Strategy Question

When you **question** as you read, you have a conversation with yourself by asking and trying to answer questions about the text. Questioning is a way of checking how well you understand what the author is telling you.

It is useful to question as you read informational texts. Looking for answers to your questions helps you stay focused and involved. As an active reader, you gain a better understanding of what you read.

To question as you read, ask yourself,

- Why does the author include this detail, this example, or these words?
- Do I understand what the author means here or should I reread it?
- What surprises me about this detail?
- What am I curious about?

You may find it helpful to use a graphic organizer like the one below. Use your graphic organizer to take logical notes that will help you track your questions and answers and help you clarify your understanding of the text.

Detail, Example, or Words	My Question
Junk falls off cargo ships.	Why does it fall off?

Learning Objectives

For pages 162–170

In studying this text, you will focus on the following objectives:

Literary Study: Analyzing author’s purpose.

Reading: Questioning.

TRY IT

Question You are on a beach on a warm day. You see someone wearing a winter coat and building a sand castle around a huge pile of shoes. What questions would you be asking yourself at this moment?

Before You Read

Focus

Summary

Curtis Ebbesmeyer, an oceanographer who studies ocean currents, learns about thousands of Nike shoes that have fallen off a ship and washed ashore. He proposes that trash can be used to better understand ocean currents and predicts that a shipment of overboard bath toys will end up on Atlantic beaches. So far, no one has claimed the reward offered for finding one of the toys

For summaries in languages other than English, see Unit 2 Teaching Resources, pp. 20–25.

Literary Element

Author’s Purpose Write the words *entertain*, *inform*, *persuade*, and *express* on the board. Ask students to brainstorm types of writing that fit each category. As they read, have students think about where they’d find an article like this one.

Reading Strategy

Question Have students practice asking questions. Hold up a photograph or read aloud a passage from an article, poem, or story. Invite students to ask questions about the photo or passage. Then have volunteers answer the questions they’ve asked.

TRY IT

Why is the person dressed for cold weather? Where did they get the shoes?

Tracking Trash 163

English Learners

DIFFERENTIATED INSTRUCTION

Partners Intermediate Have English learners work in pairs as they read the selection and fill in their graphic organizers. Partners should take turns reading a paragraph aloud. Then each person writes one detail and one question about the paragraph in their graphic

organizer. Have partners switch papers and try to answer the question on their partner’s paper. Any questions that are left unanswered by the end of the selection can be shared with the class for further discussion or research.

UNIT TWO

Teach

Reading Strategy

1

Question Why did it take so long for the shoes to get to Washington beaches?

For additional reading skill or strategy practice, see Unit 2 Teaching Resources, p. 27.

Writer's Technique

Credibility A writer's credibility is how believable he or she is. A writer's research is a large part of that credibility. In "Tracking Trash," Young includes dates, specific brand names, and other facts that make readers feel that she has thoroughly researched the topic. **Ask: What kinds of sources do you think Young might have used to research Ebbesmeyer's work?**

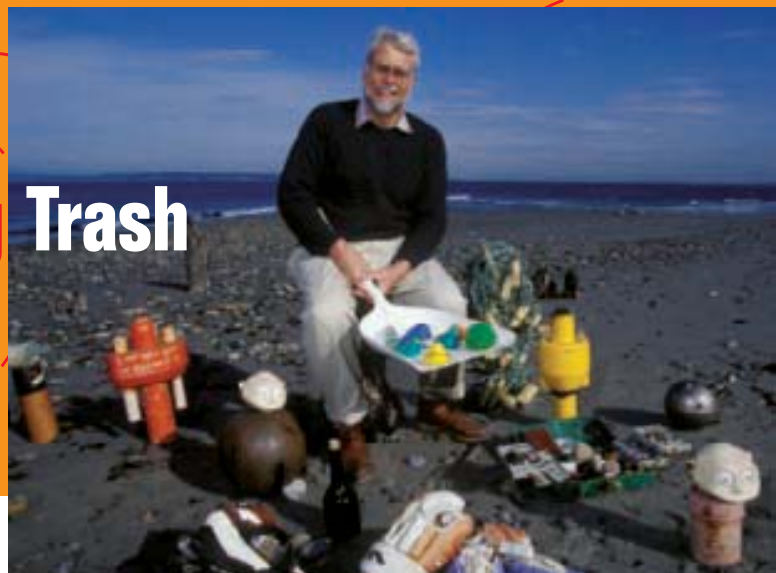
For an audio recording of this selection, use Listening Library Audio CD-ROM.

Readability Scores

Dale-Chall: 6.8
DRP: 60
Lexile: 1350

Tracking Trash

Rachel Young



1

Oceanographer Curtis Ebbesmeyer studied currents for many years without giving a thought to the junk, known as **flotsam**, that falls off cargo ships and drifts through the world's oceans. Then, in 1991, his mother showed him a newspaper article about beachcombers¹ in his home state of Washington who had come across brand-new Nike sneakers that had washed ashore. The shoes, some of the 80,000 that fell off a ship called the *Hansa Carrier* on May 28, 1990, traveled the seas for months before currents dumped them on Washington beaches. Other shoes landed at other Pacific Ocean beaches—one even made its way to Hawaii.

Lucky beachcombers traded with one another to get a matched pair of **soggy** yet still wearable shoes. But Ebbesmeyer realized that the Nikes were good for more than just playing basketball. The shoes, which had ridden ashore on ocean currents, might be used to track those mysterious rivers of water that move through the sea.

¹ **Beachcombers** are people who search for things along a shore.

Vocabulary

soggy (sog' ē) *adj.* filled with water to the point that no more can be absorbed

Scientist Curtis Ebbesmeyer studies the trash that washes ashore on beaches—from bathtub toys to hockey gloves—to learn about the movement of ocean currents.

Question What question could you ask about the trip the shoes made?

Visual Vocabulary

Flotsam is the floating wreckage of a ship or of cargo swept overboard from a ship.



Reading Practice



Preview Explain that to preview a selection means to look it over before reading it. Have students look at the title and graphics. Have them write one question about the article based on this information. After reading, review the questions to answer them.



Prior Knowledge Explain to students that before they read about trash, they should think of all the things they already know about trash. Have students form groups, including both English learners and proficient English speakers in each group. Invite groups to discuss the following questions: **Ask: What kinds of things go in the trash? Where does**

trash come from? What happens to trash once it is picked up at people's homes? What is a landfill? What else do you know about trash? Have each group share their ideas.

Teach

Reading Strategy

2

Question Why does the great quantity of flotsam make it more useful than drift bottles for studying currents? Flotsam must be easier to see than the bottles as it drifts along with the current.

Literary Element

3

Author's Purpose She wants readers to realize that the amount of cargo transported by container ships is huge.

ENGLISH LEARNERS English learners may not be familiar with the word *whopping*. If so, have them look it up in a dictionary.



For additional literary element practice, see Unit 2 Teaching Resources, p. 26.

An understanding of how fast currents move and where they flow can help scientists **predict** such things as hurricanes and the **seasonal** journeys of certain fish. But currents are difficult to study. “The only way you can see them is if you watch something drifting along,” says Ebbesmeyer. Early oceanographers dropped bottles into the ocean to see where they’d wash up. According to Ebbesmeyer, flotsam can be as useful as those drift bottles—maybe even more useful, because there’s just so much of it.

Every day giant boats called container ships carry goods from the countries where they’re made to the rest of the world. These ships transport a **whopping 100 million containers a year**. Of those, a few thousand fall overboard during storms, and some of those containers open, spilling their contents into the ocean. Each container is the size of the trailer on a semitruck, so each open container equals a lot of flotsam—10 thousand sneakers or 5 million plastic shopping bags in just one. “You get to study the ocean with huge numbers of free drifters,” Ebbesmeyer says.

Vocabulary

predict (pri dikt') *v.* to say or guess ahead of time what is going to happen, using observation, experience, or reason

seasonal (sē' zə nəl) *adj.* affected by the seasons; happening at a certain season

Beachcombers found dozens of new Nike sneakers on Washington shores. The sneakers were soggy but wearable—as long as you could find a matching pair.



Tracking Trash 165

English Learners

DIFFERENTIATED INSTRUCTION



Intermediate Have English learners work together in small groups to read the article. One group member reads aloud the first paragraph of “Tracking Trash,” then each member says aloud one fact from the paragraph. Another group member reads aloud the second paragraph, and so forth.

Approaching Level

DIFFERENTIATED INSTRUCTION



Emerging Students may find it helpful to analyze the structure of the article. Explain to students that the purpose of informational text is to inform or educate, so it usually includes a significant amount of factual material. Each main point will be followed

by details that support it. To help students see this structure in “Tracking Trash,” have them create an outline of the article as they read. Have them stop after reading each paragraph, then write its main idea and supporting details in outline form.

UNIT TWO

Teach

Literary Element

1

Author's Purpose She is trying to show that Ebbesmeyer is serious about his work. He is willing to spend a great deal of time finding answers to his questions.

Language History

Debris The word *flotsam* often appears in the phrase “flotsam and jetsam.” While *flotsam* is material that is swept overboard from a ship, *jetsam* is the cargo and other materials that the crew might throw overboard to lighten the load in times of crisis.

Reading Strategy

2

Question Why was this company willing to pay so much for some damaged toys?

Because Ebbesmeyer learned the exact date and place where the shipment of Nikes fell overboard, and then the date and place where more than a thousand of the shoes washed ashore, he could trace their paths through the ocean, then match them to models scientists created to predict how currents move. Ebbesmeyer and other scientists also used computer models to predict where more shoes might end up next.

Word got out that a scientist was interested in the odd things found on the beach, and Ebbesmeyer began getting tips from beachcombers all over the world. In November 1993 he learned that hundreds of children's bathtub toys—red beavers, blue frogs, green turtles, and yellow ducks—had been found along the shore in Sitka, Alaska. For a scientist trying to understand how flotsam floats along the currents, what could be better than a fleet of plastic ducks—toys that are made to float!

1

The ducks had been found, but to trace their paths through the ocean, Ebbesmeyer had to know where they'd been lost. After a year of detective work, he ended up on board a ship docked in Tacoma, Washington. The logbook entry for January 10, 1992, noted that a container filled with 29,000 bathtub toys fell overboard about half-way between China and Seattle.

For the next 10 years, the sturdy toys sailed across the Pacific Ocean. The ducks moved even faster than the current, Ebbesmeyer found, because the top of each toy, which floated above water, worked like the sail of a ship blown by the wind. Most of the toys probably circled the North Pacific, a journey of three years and thousands of miles, but others got trapped in the huge still spaces at the center of circling currents. Computer models predicted some toys might float south toward Hawaii, while others would spin north through the Bering Strait that divides Alaska and Russia, then make their way through the Arctic Ocean and south to the Atlantic.

2

Ebbesmeyer predicted that the ducks would begin arriving in New England in 2001, and the company that made the toys offered \$100 for any of its ducks found on Atlantic beaches. No one has won the reward yet—though

Author's Purpose What is the author trying to point out here?

Question What might you wonder about this company's offer?

166 UNIT 2 Why Read?

Reading Practice



Identify Cause-and-Effect Relationships

Remind students that a cause is the *reason* something happens, while an effect is the *result* of something. Explain that a cause can have more than one effect.

Ask: What would happen if you forgot to take your science homework home with you? Have students note that this might have effects at home and at school.

Read the first paragraph of the article aloud. Have a student volunteer name one cause-and-effect pair in the paragraph. Then have students work on their own to find as many cause-and-effect pairs as possible in the article.



Predict Say: Computer models predict that some toys will eventually travel to the Atlantic Ocean.

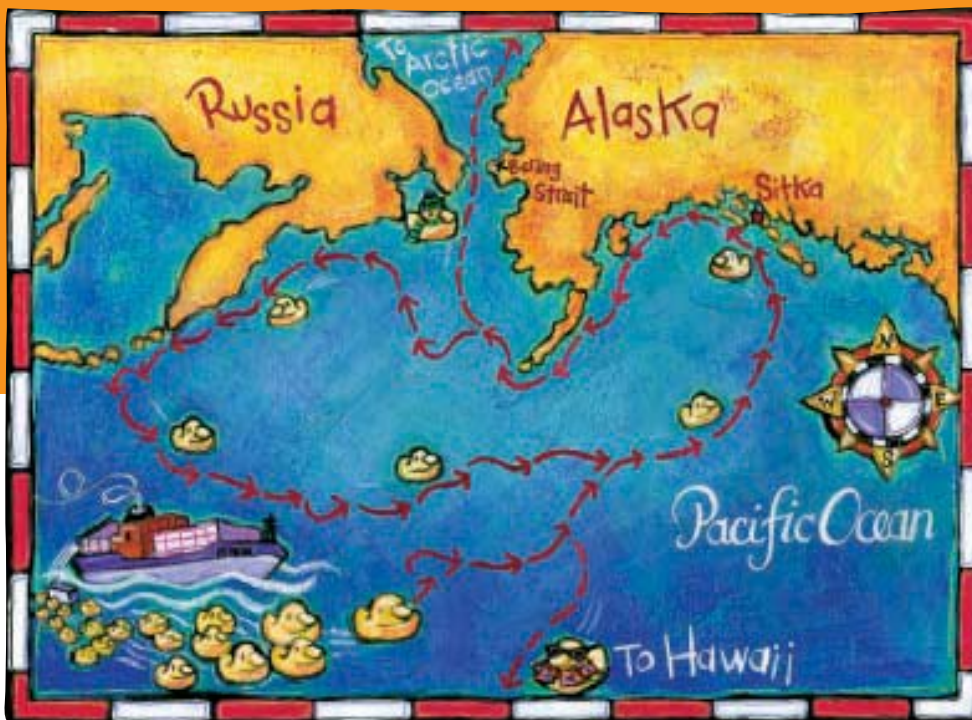
Have students look at maps, trace paths that the ducks might travel, and predict what will happen. Have students give reasons for their predictions.

Teach

BQ BIG Question

It has helped me to understand that ocean currents travel around the world, that their paths are difficult to trace, and that they carry flotsam very slowly from one point to another.

APPROACHING If students are having difficulty, have them scan the article and list information about ocean currents.



This map shows just a few of the many possible paths taken by the bathtub toys.

many people have sent in ducks made by other companies, perhaps **abandoned** at the beach by a forgetful toddler. (The \$100 ducks will be stamped with the company's name, The First Years, and their color will have faded from bright yellow to white.)

Fifteen years after the ducks began their journey, Ebbesmeyer is hopeful that some will be found on a beach in England or Florida or Maine, proving his **theory** that some ducks traveled from the Pacific Ocean to the Atlantic. Either way, he'll keep using the forgotten junk that fills the seas to figure out all he can about currents. As he puts it, "You can learn a lot from a duck on the beach." 🦆

Vocabulary

abandoned (ə ban' dənd) *adj.* deserted, left behind

theory (thē' ər ē) *n.* a guess based on evidence

BQ BIG Question

In what ways has reading this informational article given you a better understanding of ocean currents?



To check students' understanding of the selection, see Unit 2 Teaching Resources, p. 31–32.

Tracking Trash 167

English Learners

DIFFERENTIATED INSTRUCTION



Advanced Students may need more practice asking and answering questions based on the text. Have students work in pairs. Have each student write one question about the article, then trade questions with another student. Students then answer the questions orally.

Approaching Level

DIFFERENTIATED INSTRUCTION

Emerging If students have difficulty understanding the amount of time between events in the article, point out the dates of specific events. Have students work in pairs to make a timeline of events.

After You Read

Assess

For additional assessment, see
Assessment Resources, pp. 55–56.

Respond and Think Critically

Possible answers:

1. His mother showed him an article about sneakers that had washed ashore. He realized that flotsam could be used in his study of ocean currents.
2. Hurricanes and the seasonal journeys of certain fish.
3. Ebbesmeyer gathers information about where and when flotsam is released. Then he tries to track it and predict where it will end up. He works hard, but his successes are due largely to luck because he has no control over whether what he is tracking will make it to shore or whether anyone will find it.
4. Students may say this article makes beachcombing sound interesting and shows that flotsam can be valuable.
5. I think it is very unlikely because the toys have been traveling for years already, and there are many factors that could prevent them from reaching shore.
6. This article is worth reading because it connects ocean junk in an interesting way to ocean currents.

Connect to Science

1. Students may say gyres could change the natural movements of ocean currents, making their paths even harder to predict.
2. Some of the trash may sink to the ocean's floor and be buried by sediment. The trash that floats may remain trapped in the gyre forever.

After You Read

Respond and Think Critically

1. How did Curtis Ebbesmeyer become interested in tracking trash? **[Recall]**
2. What two important things can understanding the speed and the paths of currents help scientists predict? **[Identify]**
3. How does Ebbesmeyer use flotsam to track currents? Are his successes due more to luck or more to hard work? Support your answer with details from the article. **[Analyze]**
4. Does this article make you want to go and look for flotsam that has washed up on a beach? Why or why not? **[Connect]**
5. Considering the details provided in this article, how likely do you think it is that most of the lost plastic bath toys will be found? Explain. **[Infer]**
6. **BQ** **BIG Question** Give two reasons why someone might want to read this article. Did you find the article interesting? Explain. **[Evaluate]**

TIP

Analyzing

To answer question 3, think about the techniques that Ebbesmeyer uses and the importance of luck in his work.

- Review the methods Ebbesmeyer uses to track trash.
- Which conditions need to be right for him to find flotsam?
- How many of these conditions can he control?

FOLDABLES Study Organizer

Keep track of your ideas about the **BIG Question** in your unit Foldable.

Connect to Science

"Tracking Trash" focuses on flotsam that washes up on shore. Some flotsam, however, remains in the ocean for years and years. This is because it gets trapped in a gyre—a circular ocean current.

Wind patterns usually cause a gyre. Wind stirs up the water on the ocean's surface and causes it to move in a circle, much like a giant whirlpool. Although a gyre starts with wind on the ocean's surface, the water below often circulates as far down as 1,000 meters. Sometimes a gyre extends all the way to the seafloor.

Group Activity Discuss the following questions with your classmates:

1. How could gyres complicate the work of oceanographers?
2. What do you think eventually happens to trash that is trapped in gyres?



168 UNIT 2 Why Read?



Writing Practice

Interpret Ask students to think of the important facts and details in the article. Then have them write one or two paragraphs from the point of view of Curtis Ebbesmeyer explaining what he does and why he is doing it. Make sure students end their paragraphs with an explanation of the

results Ebbesmeyer hopes to achieve. You may want to provide students with a prompt such as: "My name is Curtis Ebbesmeyer. I track trash because _____."

Literary Element Author's Purpose

Test Skills Practice

1. All of the following are purposes of the author in "Tracking Trash" EXCEPT
 - A. to inform the reader about the behavior of currents.
 - B. to tell the reader how to find ducks on the beach.
 - C. to explain to the reader what flotsam is.
 - D. to describe how oceanographers work.

Review: Text Structure

As you learned on page 47, **text structure** is the order in which ideas are presented in a text. The text structure of this article is **chronological order**. Most of the events are narrated in the order in which they occurred, and the author uses phrases such as *in 1991*, *in November 1993*, and *for the next 10 years* to make this order clear.

You may find it helpful to use a graphic organizer like the one below to put events in the article in order. Add as many boxes as you need.

First Event: Nike shoes fell off cargo ship. Signal Words: May 28, 1990



Second Event: Ebbesmeyer read article about shoes. Signal Words:

Reading Strategy Question

Test Skills Practice

2. Which of the following questions might help you better understand the article?
 - A. Does Ebbesmeyer have a middle name?
 - B. Why are the plastic bathtub-toy beavers red?
 - C. Why don't beachcombers find something better to do?
 - D. How do computer models predict currents?

Vocabulary Practice

For each set of words, decide whether the words have the same or opposite meanings. Then create a sentence for each vocabulary word or draw or find a picture that represents the word.

abandoned and **protected**

seasonal and **unchanging**

predict and **forecast**

soggy and **crisp**

theory and **guess**

Example:

abandoned and **protected** =
opposite meanings

Sentence: We spied an abandoned house near the edge of the forest.

Academic Vocabulary

Curtis Ebbesmeyer checked a **document** from the shipping company to see whether any cargo had been lost. In this sentence, *document* is used as a noun and means "a written record." *Document* can also be used as a verb. For example: Ebbesmeyer was careful to document the date and place that the shoes fell into the ocean. What does *document* mean in this sentence? How do the two uses of *document* differ?



Literature Online

Selection Resources For Selection Quizzes, eFlashcards, and Reading-Writing Connection activities, go to glencoe.com and enter QuickPass code GL19756u2.

After You Read

Assess

Vocabulary Practice

Possible sentences provided.

1. opposite

My family adopted a precious abandoned puppy.

2. opposite

Fresh seasonal fruit tastes much better than canned fruit.

3. same

I predict that it will snow before Hallowe'en.

4. opposite

By lunchtime, the lettuce on my sandwich had made it soggy.

5. opposite

Experiments proved the scientist's theory false.

Academic Vocabulary

Help students infer that in the example *document* means "to record or write down." The uses differ in that *document* is used first to mean a thing and then to mean an action.

Literary Element

1. B. She does not tell the reader how to find ducks on the beach.

Reading Strategy

2. D. How do computer models predict currents?

Progress Check

Can students comprehend vocabulary?

If...fewer than 2 answers are correct

Then... Glencoe Interactive Vocabulary CD-ROM.

Assess

Respond Through Writing

Summary

Remind students to use their graphic organizer when they plan their summary. As they plan, they may want to highlight or circle ideas that are related. Related ideas may be grouped into the same paragraph of the summary.

Students' summaries should

- clearly relate the main ideas of the article, while avoiding unimportant points or minor details
- be organized in a logical way
- be free of grammatical, spelling, and punctuation errors

For grammar practice, see Unit 2 Teaching Resources, p. 30.

Respond Through Writing

Summary

Report Main Ideas and Events In two or three paragraphs, write a summary of "Tracking Trash" in which you report its main ideas and events.

Understand the Task When you **summarize**, you retell an article in your own words. You do not need to repeat all the information. Pick out the most important ideas and events. Then retell them simply and clearly.

Prewrite Skim the article to remind yourself of the main points and important details. Then jot down each main point, followed by any essential details. Keep track of these ideas in a graphic organizer like the one below.

Main Points	Essential Details
Ebbesmeyer studies currents.	Flotsam falls off ships and drifts through oceans.

Draft Before you begin writing, plan your summary. Decide how many paragraphs you will write and which points you will cover in each one. Think about how you will begin each paragraph. Write a topic sentence that makes it clear what each paragraph will be about.

Revise After you write your draft, read it over and think about ways you could improve it. Trade papers with one or two of your classmates and evaluate each other's drafts. Do the paragraphs follow a logical order? Does the summary cover all the main points and avoid unnecessary details? Rewrite any sections of your summary that you think you could improve.

Edit and Proofread When you have finished revising, proofread your summary to correct errors in spelling, grammar, and punctuation. Review the Grammar Tip in the side column for information on using commas in a series.

Learning Objectives

For page 170

In this assignment, you will focus on the following objectives:

Writing: Writing a summary: reporting main ideas and events.

Grammar: Using commas in a series.

Grammar Tip

Commas in a Series

Use **commas** to separate three or more items in a series. For example:

Ebbesmeyer found shoes, bath toys, and shopping bags washed up on the beach.

Notice the comma before the word *and*. It is called a **serial comma**. Remember to use this comma before the word *and* or the word *or* when you list three or more items.

Never use a comma before those words when you list only two items.



Writing Practice

Edit and Proofread Remind students that simply running a spelling and grammar check to correct errors in their summaries may not be sufficient. Have them reread their summaries, correcting errors in spelling, grammar, and punctuation as they read. When they have finished, have them trade papers with a partner. Partners should read

each other's summaries, double-checking the corrections previously made and contributing any additional corrections as needed. Have partners return their edited papers and review them together. Encourage students to ask and answer questions about the corrections as they review.

Before You Read

Functional Documents

Connect to the Functional Documents

Think about a time when you needed practical information to solve a problem or complete a task in everyday life.

Partner Talk With a partner, talk about forms or applications you have completed or instructions you have read. What kind of information did the documents contain? How did they help you?

Build Background

Functional documents have a practical purpose. The information they contain allows people to perform everyday tasks more easily or quickly.

- You read and fill out an **order form** when you send away for something, such as a magazine subscription. You may need to fill in the requested information by writing on the form's lines. Information on the form may be given in words, charts, or pictures. An **online form** works the same way but is in electronic form.
- When you want to open a bank account or apply for a job, you fill out an **application**. An application often includes questions and requires you to provide specific personal information.
- Documents that give **instructions** often explain a process in sequence, or step-by-step order. Technical instructions usually tell how to do something on a computer.

Set a Purpose for Reading

Reading Strategy Skim and Scan

Good readers adapt their reading to their purpose. When you preview a document, you should **skim**, or read it quickly for key ideas. When you need to find specific information, you **scan**, or search for the particular information you want.

- When you skim, pay attention to text features such as titles, headings, subheads, and words set in special type. Notice the text structure, or logical plan, in which information is presented.
- When you scan, quickly run your eyes over the material and look for key words and phrases important to your search.

Learning Objectives

For pages 171–177

In studying these texts, you will focus on the following objectives:

Literary Study:

Analyzing text structure.

Recognizing author's purpose.

Before You Read

Focus

Bellringer Options

Daily Language Practice

Transparency 34

Ask: **Why are forms and applications necessary? Why are instructions important?** (Possible responses:

Forms and applications are necessary for giving personal information in order to purchase or join something. Instructions are important for understanding how to do or make something.)

Summary

The following are three functional documents: a mail order form, a savings account application, and technical instructions. The mail order form is for a magazine subscription, the application is for a savings account, and the instructions are for sending e-mail.



For summaries in languages other than English, see Unit 2 Teaching Resources, pp. 33–38.

Reading Strategy

Skim and Scan Point out that skimming and scanning can help students save time. Model how to skim and scan by doing a Think Aloud. Show a book and then give a topic and key words from the book. Demonstrate how to locate the relevant section and key words. Give students another topic and key words from the book and challenge them to skim and scan to find the information.

FUNCTIONAL DOCUMENTS 171

English Learners

DIFFERENTIATED INSTRUCTION



Advanced Tell students that many jobs require skimming and scanning. An insurance agent, for example, often has to scan files to identify the proper policy. A doctor or a nurse scans a chart for a patient's blood pressure and symptoms. A server in a restaurant scans a list of the daily specials to tell customers what they can order. Have students ask their parents or

guardians how they use skimming and scanning in their jobs. Make a class list of careers and invite students to compare how skimming and scanning are used in these jobs every day.

UNIT TWO

Teach

Reading Strategy

1

Skim Customers check boxes to choose different options. Lines are provided for mailing information.

For additional reading skill or strategy practice, see Unit 2 Teaching Resources, p. 39.

Reading Strategy

2

Scan You need to write in the recipient's name, mailing address, and a gift message.

Writer's Technique

Web Page Text Features Web page creators use key words and phrases to help their readers skim and scan for information. A Web page often has a menu at the top or side to help readers navigate the site. Highlighted or underlined words and phrases serve as links to other pages or sites. These links are text features called *hypertext*. Online forms often use hypertext to help readers navigate the site or find online information. **Say:** Suppose you created a Web page about yourself. What could someone learn about you by skimming the page? What key words or phrases might help someone scanning the page find facts about you?

Understand Mail-Order Forms

What kind of functional document is this? Explain when someone might use it.

Want help with your new pet? Need the perfect gift?

Pet Care Magazine

FOR THE BEST IN PET CARE

for ages
10 to 14



☐ 24 issues for only \$35.00

Save up to \$60 off the cover price!

That's like getting more than a whole year FREE!

☐ 12 issues for \$17.97

Save \$29 off the cover price!

Name (please print)

Address Apt.

City/State/ZIP

Parent's e-mail address (optional:¹ to receive our pet care newsletter and offers that may be of interest)

☐ Payment is enclosed (check or money order).

☐ Bill me later

Please allow 6–8 weeks for delivery

If subscription² is a gift, fill out information below.

Name of gift recipient³

Address Apt.

City/State/ZIP

Gift message

Return your order form to

Pet Care Magazine
634 Westover Hills Dr.
Glenview, IL 12345



50 Great Tips for Responsible Dog Owners
booklet with your paid order

¹ Something that is *optional* is not required.

² When you buy a *subscription* to a magazine, you get the magazine for a certain period of time, such as one or two years, in return for a specified payment.

³ The *recipient* of a gift is the person who receives it.

172 UNIT 2 Why Read?

Vocabulary Practice

Analyze Text Features Explain to students that text features include titles, subtitles, and graphics. Order forms use a variety of text features to help readers locate information and emphasize what's most important. Model identifying the various text features and have students follow your lead. Be sure to include graphic features such as the check boxes

and write-on lines. Have students explain the purpose of these graphic features. **Ask:** Which text features does the order form emphasize? (the magazine title, the check boxes)

Skim Preview the mail-order form. What do you notice about the way information is shown on this page?

Scan Scan the document. What information must you provide if you want to send the magazine as a gift?

Understand Applications

The title of the document identifies the form as a savings account application. What are the specific parts of the form?

VALLEY VIEW STATE BANK AND TRUST Custodial⁴ Savings Account

Date _____

APPLICANT⁵

Print Name _____

Address _____

Date of Birth _____

Social Security Number _____

Mother's Maiden Name⁶ _____

Home Phone _____

School/Employer _____

APPLICANT TAXPAYER CERTIFICATION

(check all that apply)

- ☐ 1) I am a U.S. citizen or resident alien. The taxpayer identification number (Social Security #) above is correct.
- ☐ 2) I am exempt from reporting taxpayer information.
- ☐ 3) I am a foreign nonresident alien.⁷
- ☐ 4) I have applied for a taxpayer I.D. number. One has not yet been issued to me.

⁴ A **custodial** savings account is an account held in a minor's name. The adult, or **custodian**, controls the account, but the funds belong to the minor.

⁵ An **applicant** is a person who asks or applies for something.

⁶ A woman's **maiden name** was her last name before she took a married name.

⁷ A **nonresident alien** is a person who is not a U.S. citizen and lives in another country. A resident alien is a person who is not a U.S. citizen but lives in the United States.

Skim Skim the bottom section of the document. What is the purpose of this section? How can you tell?

3

UNIT TWO

Teach

Reading Strategy

3

Skim The heading "Applicant Taxpayer Certification" shows that this section classifies the customer as a particular kind of taxpayer.

ENGLISH LEARNERS **Say:** This section has some challenging vocabulary words. Reread statement number 2 in this section. Look up the word *exempt* in your dictionary. Then say the sentence in your own words. Repeat for other difficult vocabulary words.

FUNCTIONAL DOCUMENTS 173

Approaching Level

DIFFERENTIATED INSTRUCTION



Emerging Discuss with students the differences between the mail order form and the savings account application. Point out that the mail order form is like an advertisement. It targets a specific audience and uses persuasive techniques. Have small

groups identify the target audience of the order form and then list the persuasive techniques used. Challenge students to contrast the order form with the application, noting the differences in formality, sentence structure, and text features.

UNIT TWO

Teach

Reading Strategy

1

Scan The signature of the custodian is required when a minor withdraws money from the account.

APPROACHING LEVEL **Ask:** *Why do you think the bank requires a custodian for minors?* (The law requires a legal custodian for a minor's assets.)

VALLEY VIEW STATE BANK AND TRUST

Custodial Savings Account

1

CUSTODIAN INFORMATION

The signature of the adult custodian is required for all withdrawals from this account.

Print Name _____

Address _____

Date of Birth _____

Social Security # _____

Driver's License # _____

Issue Date _____

Employer _____

SIGNATURES

Applicant Signature _____

By signing above, I certify that the information herein⁸ is to the best of my knowledge correct and complete.

Custodian Signature _____

By signing above, I understand that I am custodian for these assets⁹ owned by the minor¹⁰ signed here.

For Office Use Only

New Account Number _____ Primary Officer _____

Open Date _____ Banking Officer _____

Deposit Amount _____ Interest Rate _____

⁸ **Herein** is a legal term meaning "in this place." Here, it means "in this document."

⁹ **Assets** are things a person owns that are valuable or useful.

¹⁰ A **minor** is a person who is under the legal age of adulthood.

174 UNIT 2 Why Read?

Scan When is a signature of the adult custodian required?

Reading Practice



Ask Questions Explain to students that previewing text features, such as titles, headings, and graphic features, and asking questions help readers set a purpose for reading. Suggest that students use the title and headings of a selection to form questions before reading. For example, a student

previewing the selection "Technical Instructions: Sending E-mail" might ask, "How do I send e-mail?" Then his or her purpose for reading might be to find information in the selection to answer that question. Remind students that they can begin their questions with *when, where, why, what, who, or how*.

Have partners list three or more questions the document answers. Partners may share their questions and answers with the class.

Understand Technical Instructions

How do the illustrated computer screens make the information easier to understand?

Sending E-mail

With the click of a button, e-mail, or electronic mail, lets you send messages to anyone with access to a computer. In addition to your message, you can also attach computer files or pictures.

To send e-mail, you need an e-mail address with four parts.

- The first part is the user name. This is the name you have chosen for yourself or that is assigned to you by your Internet service provider.
- The second part is the @ symbol, which stands for "at." This symbol separates the user name from the rest of the e-mail address.
- The third part is the domain name, which is the name of the service that hosts your e-mail account.
- The last part of an e-mail address is the suffix. The suffix indicates the type of organization that provides your e-mail service. Common suffixes are .com, .org, .edu, .gov, and .net.

To send an e-mail, follow these instructions.

- 1 After you start your computer, click on the icon that opens your e-mail feature. It should look something like this: 
- 2 Guide the arrow to **New Mail** and click.
- 3 On the **To** line, type the e-mail address(es) of the person (or persons) you're writing to. Run all the letters together. Use the **Cc** line to send a copy of your message to another e-mail user.



- 4 Use the **Subject** line to let the person you're writing to know what your message is about. Be as brief as you can.
- 5 Type your **message** in the large text box. Keep messages short and to the point.

2

Scan Scan the bulleted list. What are some common suffixes in an e-mail address?

3

Skim Skim the document. How is the information organized?

UNIT TWO

Teach

Reading Strategy

2

Scan Some common e-mail address suffixes are .com, .org, .edu, .gov and .net.

Reading Strategy

3

Skim The numbers indicate that steps in a process will be given in consecutive order.

Language History

Technical Writers Technical writers write and sometimes design schedules, instructions, manuals, maps, and other important materials. Very few technical writers are famous. You usually don't see their names in print. Yet we all read the work of these specialized writers. They help us learn how to do and to make many things. **Ask: If you were a technical writer, what would you want to write? Think about what interests you, such as computers, sports, or travel.** (Possible answers: Computer-related instructions, travel maps, sports manuals)

FUNCTIONAL DOCUMENTS 175

English Learners

DIFFERENTIATED INSTRUCTION

PARTNERS Intermediate Remind students to clarify, or clear up, confusing or difficult parts of the passages they read. Point out that the documents have several challenging words. Model reading aloud a document and then becoming confused with a word or phrase. Then have partners underline or

highlight parts of the text that are unclear. Have them use a dictionary to look up unfamiliar words or reread the confusing parts slowly and carefully. Encourage partners to "talk out" the confusing parts with each other. Challenge partners to paraphrase confusing parts to each other or to the class.

Teach

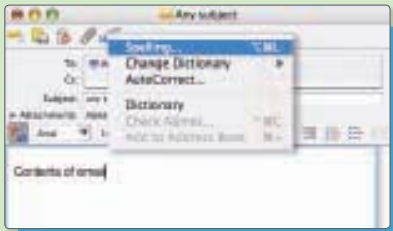
Reading Strategy 1

Scan You should type the email address on the “To” line. The boldfaced word **To** makes the answer stand out.

To check students’ understanding of the selection, see Unit 2 Teaching Resources, pp. 40–41.

1

6 Click **Tools** and then click **Spelling**. Then follow the spell-check directions.



7 To **send** a file with your message, click the attachment feature (often indicated with a paper-clip icon) and follow the instructions.



8 Click **Send** after you have checked that your message is friendly, polite, and correct.

Scan Scan this page for a keyword that tells you where to find information on sending files.

Reading Practice

SPIRAL REVIEW **Analyze Text Features** Have students copy this chart and use it to make notes on text features in one or more of the documents.

Text Features	Description
Title	
Headings	
Graphics	
Other features	

Assess

For additional assessment, see Assessment Resources, pp. 57–58.

Respond and Think Critically

Possible answers:

1. B
2. I
3. C
4. Students may say you would have to decide how many issues you wanted to buy and what method of payment you would use. Other decisions you would make include if you wanted to receive a newsletter and if the subscription is a gift.
5. You would click the attachment feature, often indicated by a paper-clip icon, and follow the instructions. This direction is found in the seventh step of the instructions.

Writing

Create a Form Students' forms should include the following:

- information the applicant might need
- questions that would help the organization assess the potential new member
- clear writing and presentation
- text features that organize the form and draw attention to important information

After You Read

Respond and Think Critically

Read the questions about the forms and instructions on pages 172–176 and select the best answer.

Test Skills Practice

1. What is the main reason for the bulleted list in the e-mail instructions?
 - A. to allow people to subscribe to the magazine
 - B. to tell about the parts of an e-mail address
 - C. to show how to attach a file to a message
 - D. to describe the difficulty of sending e-mail
2. Why do two of the three functional documents include write-on lines?
 - A. to show step-by-step order
 - B. to help you get a job at a bank
 - C. to call attention to chronological order
 - D. to acquire customer information
3. The documents contain words in boldface (dark) type to
 - A. divide the documents into major sections.
 - B. provide a step-by-step guide.
 - C. call attention to important information.
 - D. call attention to charts or illustrations.
4. Which text features of the mail-order form let you know that you have some decisions to make?
5. What action would a person take to attach a file to an e-mail message? Which part of the document explains this?

Writing

Create a Form Think of a school or community club, team, or organization someone might want to join. Create an application.

- Make a list of the information and questions you would need to include on the application.
- Decide on a logical plan to help an applicant find, follow, and understand information.
- Use appropriate text features such as a title, heads, subheads, boldface text, write-on lines, boxes, or bulleted or numbered lists to organize your application.



Literature Online

Selection Resources For Selection Quizzes, eFlashcards, and Reading-Writing Connection activities, go to glencoe.com and enter QuickPass code GL19756u2.

FUNCTIONAL DOCUMENTS 177

Approaching Level

DIFFERENTIATED INSTRUCTION



Established With a partner, have students talk about types of writing that use titles and subheads. They should write at least three of these sources down. Ask them to explain how titles and subheads help them to find or understand information that they read.

Here are some questions they can ask each other to further their understanding:
What does the title tell me about the subject of the selection?
What do the subheads tell me about how the selection is organized?

Before You Read

Focus

Bellringer Options



Literature Launchers: Pre-Reading Videos DVD, Selection Launcher

Selection Focus Transparency 6

Daily Language Practice

Transparencies 35, 36

Write the word “sun” on the blackboard, and circle it. **Ask:** **What words do you associate with the sun?** Use students’ answers to make a word web around “sun.” Then have students use the word web to write a short paragraph about the sun. Ask volunteers to share their paragraphs with the class.

Vocabulary

Play a game of charades with the vocabulary words. First, write vocabulary words on slips of paper and place them face-down on a table. Have volunteers draw a slip and act out the word without speaking. Classmates try to guess what the word is.



For additional vocabulary practice, see Unit 2 Teaching Resources, p. 50.



For additional context, see Glencoe Interactive Vocabulary CD-ROM.

Before You Read

The Sand Castle

Connect to the Story

Imagine spending your entire life indoors—without sun, wind, rain, birds, or trees. What would you miss most?

QuickWrite Write a paragraph about how your life would be different if you had to live indoors all of the time. How would you feel if you could never see sunlight again?

Build Background

“The Sand Castle” is fiction, but it has some basis in fact. Human activities are damaging the ozone, a thin layer of gas in Earth’s atmosphere that protects us from the sun.

Ozone blocks many of the sun’s harmful ultraviolet rays. Overexposure to these rays may lead to health problems. Unfortunately, the use of human-made chemicals has caused a large hole to form in the ozone layer.

Pollution traps the sun’s heat in Earth’s atmosphere. The trapped heat makes weather warmer, which may cause floods and storms. This temperature change is often referred to as global warming.

Vocabulary

vehicles (vē’ə kəlz) *n.* devices designed or used for transporting persons or goods, such as an automobile, a sled, or a carriage (p. 182). *We saw a number of emergency vehicles parked near the accident site.*

interior (in tēr’ē ə) *n.* inner side, surface, or part (p. 182). *The day was hot, so the family stayed in the cool interior of the house.*

hostile (host’əl) *adj.* not offering a pleasant or sustaining environment (p. 183). *Scientists are developing crops that can survive in hostile conditions.*

forlorn (fôr lörn’) *adj.* dejected; hopeless; wretched (p. 183). *Jorge felt forlorn when his best friend moved away.*

Meet Alma Luz Villanueva



“Poetry for me is the source, the mother tongue, the sun, moon, and stars.”

—Alma Luz Villanueva

Native American

Heritage Alma Luz Villanueva is a poet and novelist. She grew up in San Francisco and lived for many years with her grandmother, a Mexican Yaqui Indian. Villanueva uses themes from her heritage in her writing, such as the Native American sense of oneness with nature. She says that “when we touch the most personal, the most hidden within ourselves, we touch the universal.”

Literary Works Villanueva has published short stories, novels, and many books of poetry.

Alma Luz Villanueva was born in 1944.



Literature Online

Author Search For more about Alma Luz Villanueva, go to glencoe.com and enter QuickPass code GL19756u2.

178 UNIT 2 Why Read?

English Learners

DIFFERENTIATED INSTRUCTION



Vocabulary Preteaching Pair English learners with native English speakers. Have students work together to write a brief scene of a story in which they use all four of the vocabulary words. When students are finished, have them read and perform their scenes for the class.

Set Purposes for Reading

BQ BIG Question

As you read, ask yourself, how can reading a story about the future provide useful information about life today?

Literary Element Flashback

A **flashback** is an interruption in the normal time order of a story to show an event that happened earlier. A flashback gives readers information that may help explain, clarify, or add emphasis to the main events of the story.

In some stories, the author uses flashbacks to show events from a character's childhood that help explain how that character feels and behaves as an adult.

As you read, watch for flashbacks and think about the contrast between the world of Mrs. Pavloff's childhood and that of her adulthood. How do the flashbacks help the author meet her purpose?

Reading Strategy Connect to Today

When you **connect to today**, you link what you read to events and issues in today's world.

Connecting to today helps you understand the main ideas and the author's message. When reading a story that has an unusual or unfamiliar setting, it is important to consider how the events in the story relate to real issues in the world today.

To connect to today,

- identify the main issues in the story
- link events and issues in the story to those in today's world
- look for a message or lesson that the author might be trying to convey

As you read, think about ways that the events in the characters' lives can be linked to issues in the news today. You may find it helpful to use a graphic organizer like the one below.

Issue in the story	Issue in today's world
sun is dangerous	

Learning Objectives

For pages 178–188

In studying this text, you will focus on the following objectives:

Literary Study: Analyzing the author's use of flashbacks.

Reading: Connecting to today.

TRY IT

Connect to Today Imagine you read a story written in 1960 in which robots save humans from danger. How do you think the author felt about the effects of technology on people's lives?

Before You Read

Focus

Summary

This story is set in the future when sunlight is dangerous because the Earth's ozone layer has been depleted. People must wear protective clothing whenever they go outdoors. Despite the risk, a grandmother takes her grandchildren on an outing to the sea. The story moves between the grandmother's memories of her childhood and her observations of the world her grandchildren live in.



For summaries in languages other than English, see Unit 2 Teaching Resources, pp. 42–47.

Literary Element

Flashback Explain that a flashback is like a memory that reminds you of an event from the past. Ask students to recall their last birthday or a significant holiday. Have them discuss how their surroundings then compare with their present surroundings.

Reading Strategy

Connect to Today Students may have varying levels of familiarity with environmental issues. As a result, it may be difficult for some students to connect to the story. If so, have students work in groups to complete the graphic organizer.

TRY IT

The author probably thought technology would help make people's lives better.

The Sand Castle 179

English Learners

DIFFERENTIATED INSTRUCTION



Intermediate Students from some parts of the world may not know what sand castles are. Invite students who are familiar with the beach to explain what it feels like to walk on the sand and build shapes from wet sand. Invite other students to describe summer activities they are familiar with. Then have

students work in small groups to create posters depicting their favorite summer activities. Have them label their drawings with the names of clothing and activities.

Teach

Literary Element

1

Flashback Mrs Pavloff, a grandmother herself, starts hearing the voice of her mother, who is almost certainly not still alive.

For additional literary element practice, see Unit 2 Teaching Resources, p. 48.

Political History

Kyoto Protocol In 1997, representatives from more than 100 nations met in Kyoto, Japan, to discuss the problem of global climate change. The resulting Kyoto Protocol was an agreement among developed countries to reduce greenhouse gas emissions. According to the treaty, nations must meet goals for reducing emissions of greenhouse gases within a certain time frame.

Readability Scores

Dale-Chall: 5.9

DRP: 55

Lexile: 850

The Sand Castle

Alma Luz Villanueva

“Have you dressed yet?” their grandmother called. “Once a month in the sun and they must almost be forced,” she muttered. “Well, poor things, they’ve forgotten the warmth of the sun on their little bodies, what it is to play in the sea, yes. . . .” Mrs. Pavloff reached for her protective sun **goggles** that covered most of her face.

It screened all ultraviolet light¹ from the once life-giving sun; now, it, the sun, scorched the Earth, killing whatever it touched. The sea, the continents, had changed. The weather, as they’d called it in the last century, was entirely predictable now: warming.

Mrs. Pavloff slipped on the thick, metallic gloves, listening to her grandchildren squabble and she heard her mother’s voice calling her, “Masha, put your bathing suit

1

¹ The sun’s **ultraviolet light** is invisible, and it can be harmful.

180 UNIT 2 Why Read?

Visual Vocabulary

Goggles are large, close-fitting glasses that protect the eyes. The goggles shown here protect a swimmer’s eyes from chlorine. The ones in the story protect the characters’ eyes from the sun’s radiation.



Flashback What clues in the text help you know that a flashback is coming?

Reading Practice

Predict Remind students that predicting means using what they read to guess what will happen later. Making predictions as you read is a good way to stay involved in the story. After students have read the first paragraph, have them make a prediction about what will happen to Mrs. Pavloff and her grandchildren.

Allow students to share their predictions, then keep reading. Encourage students to make new predictions or revise old ones as they read.



Preview Have students preview the selection by reading the title and looking at the pictures. Have them describe what they see in the pictures. **Ask:** **Based on the pictures, do you think this story will be happy or sad?** (Students may think it will be about a happy time at the beach.)

under your clothes. It's so much easier that way without having to go to the bathhouse first. Hurry! Father's waiting!" She remembered the ride to the sea, the silence when the first shimmers of water became visible. Her father had always been first into the chilly water. "Good for the health!" he'd yell as he dove into it, swimming as far as he could, then back. Then he'd lie exhausted on the sand, stretched to the sun. Such happiness to be warmed by the sun.

Then the picnic. She could hear her mother's voice, "Stay to your knees, Masha! Only to your knees!" To herself: "She'd be a mermaid if I didn't watch," and she'd laugh. Masha would lie belly down, facing the sea and let the last of the waves roll over her. She hadn't even been aware of the sun, only that she'd been warm or, if a cloud covered it, cold. It was always there, the sun: its light, its warmth. But the sea—they traveled to it. So, she'd given all of her attention to the beautiful sea.

She saw her father kneeling next to her, building the sand castle they always built when they went to the sea. Her job was to find seashells, bird feathers, and strips of seaweed to decorate it. How proud she'd felt as she placed her seashells where she chose, where they seemed most beautiful. Only then was the sand castle complete. She heard her father's voice, "The Princess's castle is ready, now, for her Prince! Come and look, Anna! What do you think?" She saw herself beaming with pride, and she heard her mother's laugh. "Fit for a queen, I'd say! Can I live in your castle, too, Masha? Please, Princess Masha?"

"Of course, Mother! You can live with me always. . . ." She remembered her mother's laughing face, her auburn hair lit up by the sun, making her look bright and beautiful.

The sun, the sun, the sun. The scientists were saying that

2

Flashback How do Mrs. Pavloff's happy memories of the beach compare with her grandchildren's feelings about it?

3

Connect to Today What issue in today's world does this passage make you think of?



Radiane. Simon Cook.
Acrylic on canvas.
Private Collection.

The Sand Castle 181

UNIT TWO

Teach

Literary Element

2

Flashback Mrs. Pavloff's grandchildren almost have to be forced to go outside, while she remembers enjoying the outdoors.

Reading Strategy

3

Connect to Today This is similar to the issue of sunburn and skin cancer and the need to protect our skin with sun block.



For additional reading skill or strategy practice, see Unit 2 Teaching Resources, p. 49.

English Learners

DIFFERENTIATED INSTRUCTION



Intermediate The dialogue in this story may cause comprehension difficulties for English learners. Have students work in pairs to read aloud sentences that include quoted material, then paraphrase what they read for better understanding.

Approaching Level

DIFFERENTIATED INSTRUCTION

Emerging Students may find it helpful to note ideas associated with the key words "sun" and "sea." Point out that the words "sun" and "sea" are repeated many times on these pages. Invite a volunteer to count them. Have students make a T-chart to keep track of key words, phrases, and images

associated with the sun and the sea. As they read the story, they can fill in the chart. After reading, have students briefly summarize the words, phrases, and images in their charts.

UNIT TWO

Teach

Reading Strategy

1

Connect to Today The author may be suggesting that there are things we can do to stop global warming.

ENGLISH LEARNERS English Learners may have trouble understanding that the actions described inside the em-dashes are the “remedies.”

Literary Element

2

Flashback During Mrs. Pavloff’s childhood, people went outdoors for activities in the daytime; in the main setting of this story, people’s outdoor activities take place at night.

ADVANCED Have students discuss ways that their lives would be different if they could only go outdoors at night.

Writer’s Technique

Sci-Fi vs. Reality Science fiction writers can present an imaginary future as if it were a reality. In “The Sand Castle,” we are moved by Masha’s tears and her sorrow over the loss of birds and sea creatures because we see it through her eyes.

Ask: *How does this story differ from a newspaper article about global warming? (The story is sad, while a newspaper article may not provoke an emotional response.)*

with the remedies they were employing now and the remedies begun twenty years ago—they’d stopped all nuclear testing and all manufacturing of ozone-depleting chemicals² was banned³ worldwide—the scientists were saying that the sun, the global problem, would begin to get better. Perhaps for her grandchildren’s children. Perhaps they would feel the sun on their unprotected bodies. Perhaps they would feel the delicious warmth of the sun.

1

All **vehicles** were solar powered. The populations took buses when they needed transportation and people emerged mainly at night. So, most human activity was conducted after the sun was gone from the sky. Those who emerged during the day wore protective clothing. Everything was built to screen the sun’s light. Sometimes she missed the natural light of her childhood streaming through the windows so intensely the urge to just run outside would overtake her. She missed the birds, the wild birds.

2

But today they were going out, outside in the daytime, when the sun was still in the sky. Masha knew they were squabbling because they hated to dress up to go outside. The clothing, the gloves, the goggles, were uncomfortable and cumbersome.⁴ She sighed, tears coming to her eyes. Well, they’re coming, Masha decided. They can remove their goggles and gloves on the bus.

The sea was closer now and the bus ride was comfortable within the temperature controlled **interior**. Those with memories of the sea signed up, bringing grandchildren,

2 *Ozone-depleting chemicals* reduce (deplete) the ozone layer. This upper layer of the atmosphere protects life on Earth by blocking certain types of harmful radiation.

3 *Banned* means “forbidden” or “outlawed.”

4 Something that is *cumbersome* is hard to handle or carry because of its size or weight.

Vocabulary

vehicles (vē’ ə kəlz) *n.* devices designed or used for transporting persons or goods, such as an automobile, a sled, or a carriage

interior (in tēr’ ē ə) *n.* inner side, surface, or part

Connect to Today What message do you think the author might be trying to convey about global warming?

Flashback Compare conditions in Mrs. Pavloff’s childhood memory with those in the main setting of the story. Have things gotten better or worse? Explain.

182 UNIT 2 Why Read?



Writing Practice

Persuasive Letter Explain to students that global warming, the loss of the ozone layer, and a limited supply of fossil fuels are real problems, not ones the author invented. Have students research one of these problems, as well as ways that people are working to solve it. Then have them write a persuasive letter to a senator or representative, a company, or a fellow student, encouraging that person to take action in the effort to solve the environmental problem.

Remind students that persuasive writing clearly states your opinion, then gives logical reasons why other people should agree with you.

Teach

Reading Strategy

3

Connect to Today These details heighten the sense of loss, making the author's point that climate change is destructive even more meaningful.

View the Art

Atamian's *Beach Scene* captures a landscape that is familiar to many beach visitors: the wet sand, puddles, and tide pools left behind as the tide goes out. At low tide, a vast expanse of wet sand is visible, along with seaweed, starfish, snails, sand dollars, oyster shells, mussels, and evidence of other sea creatures.

Ask: **What do you think the children in the painting are doing?** (They seem to be collecting shells or stones.)



Beach Scene.
Charles-Garabeol Atamian.
Oil on canvas. Gavin
Graham Gallery,
Private Collection.

3

Connect to Today How do these joyful memories add to the author's message about important issues in today's world?

children, friends, or just went alone. Masha had taken her grandchildren before, but they'd sat on the sand, listlessly,⁵ sifting it through their gloved hands with bored little faces. She'd tried to interest them in the sea with stories of her father swimming in it as far as he could. But they couldn't touch it, so it, the sea, didn't seem real to them. What was it: a mass of undrinkable, **hostile** water. Hostile like the sun. They'd taken no delight, no pleasure, in their journey to the sea.

But today, yes, today we will build a sand castle. Masha smiled at her secret. She'd packed everything late last night to surprise them at the sea.

Why haven't I thought of it before? Masha asked herself, and then she remembered the dream, months ago, of building a sand castle with her father at the sea. It made her want to weep because she'd forgotten. She'd actually forgotten one of the most joyful times of her girlhood.

When the sea was still alive with life.

Today we will build a sand castle.

They trudged⁶ on the thick, dense sand toward the hiss of pale blue. Only the older people picked up their step, excited by the smell of salt in the air. Masha's grandchildren knew they'd be here for two hours and then trudge all the way back to the bus. The darkened goggles made the sunlight bearable. They hated this **forlorn** place where the sun had obviously drained the life out of everything. They were too young to express it, but they

⁵ **Listlessly** means "with little energy, interest, or concern."

⁶ **Trudged** means "walked steadily but with great effort."

Vocabulary

hostile (host' əl) *adj.* not offering a pleasant or sustaining environment

forlorn (fôr lôrn') *adj.* dejected; hopeless; wretched

The Sand Castle 183

Approaching Level

DIFFERENTIATED INSTRUCTION



Emerging Students who speak African American Vernacular English may need to review the use of *was* and *were*. Remind these students that the subject of a sentence and its verb must agree in number. A singular subject takes the singular verb *was*; a plural subject takes the plural verb *were*.

Write this altered passage on the board:
Today they was going out, outside in the daytime, when the sun were still in the sky. Masha knew they was squabbling because they hated to dress up. The clothing, the gloves, the goggles was uncomfortable and cumbersome. The sea were closer now and

the bus riders was comfortable. Have students rewrite the paragraph, using the correct form of each underlined verb.

UNIT TWO

Teach

BQ BIG Question

Their world is one of the possible futures of our world. Global warming is a problem now, and if we don't take action, we might end up with a world like the one in the story.

Reading Strategy

1

Connect to Today Today, several animals are in danger of becoming extinct, such as tigers, elephants, rhinos, giant pandas, and sea turtles.

Literary Element

2

Flashback Both her grandfather and the eagles are gone.

felt it as they walked, with bored effort, beside their grandmother.

"We're going to build a sand castle today—what do you think of that?" Masha beamed, squinting to see their faces.

"What's a sand castle?" the boy mumbled.

"You'll see, I'll show you. . . ."

"Is it fun, Grandmama?" the girl smiled, taking her grandmother's hand.

"Yes, it's so much fun. I've brought different sized containers to mold the sand, and, oh, you'll see!"

The boy gave an awkward skip and nearly shouted, "Show us, Grandmama, show us what you mean!"

Masha laughed, sounding almost like a girl. "We're almost there, yes, we're almost there!"

The first circle of sandy shapes was complete, and the children were so excited by what they were building they forgot about their protective gloves.

"Now, we'll put a pile of wet sand in the middle and build it up with our hands and then we'll do another circle, yes, children?"

The children rushed back and forth from the tide line carrying the dark, wet sand. They only had an hour left. Their eyes, beneath the goggles, darted with excitement.

"Just don't get your gloves in the water, a little wet sand won't hurt, don't worry, children. When I was a girl there were so many birds at the sea we'd scare them off because they'd try to steal our food. Seagulls, they were, big white birds that liked to scream at the sea, they sounded like eagles to me. . . ."

"You used to eat at the sea, Grandmama?" the girl asked incredulously.⁷

"We used to call them picnics. . . ."

"What are eagles, Grandmama?" the boy wanted to know, shaping the dark sand with his gloved hands.

"They used to be one of the largest, most beautiful wild birds in the world. My grandfather pointed them out to me once. . . ." Until that moment, she'd forgotten that memory of nearly sixty years ago. They'd gone on a train,

⁷ **Incredulously** means "having a hard time believing."

184 UNIT 2 Why Read?



Writing Practice

Write a Scene Ask students to imagine a world in which the grandchildren in the story are now grandparents. Many of the actions taken by the people in the story have worked, and Earth has begun to recover. In fact, people have started to doubt whether Earth was ever really in danger. Have students write a scene in which one of the children from "The Sand Castle," now a grandmother or grandfather, explains to his or her grandchildren what life was like when the

sun was a danger and the sea had no life in it. Students may want to begin their scene as the children are getting ready to go outside, as Villaneuva does, describing their clothing and the weather outside.

BQ BIG Question

What are you learning about the world of Mrs. Pavloff's grandchildren as you read this story?

Connect to Today What issue in the news today does this passage raise?

Flashback How does this sentence signal that another flashback is coming?



At the Beach. Edward Henry Potthast. Oil on canvas, 24 × 30 in. Private collection.

then a bus, to the village where he'd been born. She remembered her grandfather looking up toward a shrill, piercing cry that seemed to come from the sky. She'd seen the tears in her grandfather's eyes and on his cheeks. He'd pointed up to a large, dark flying-thing in the summer blue sky: "That's an eagle, my girl, the spirit of the people."

Sadness overtook Masha, but she refused to acknowledge its presence. The sand castle, Masha told herself sternly—the sand castle is what is important now. "I've brought a wonderful surprise, something to decorate the sand castle with when we're through building it."

"Show us, Grandmama, please?"

"Yes, please, please show us now!"

Masha sighed with a terrible, sudden happiness as she brought out the plastic bag. Quickly, she removed each precious shell from its protective cotton: eight perfect shells from all over the world.

"But Grandmama, these are your special shells! You said the sea doesn't make them anymore. . . ."

"It will, Anna, it will." Masha hugged her granddaughter and made her voice brighten with laughter. "Today we will decorate our sand castle with the most beautiful shells in the world, yes!" 🐚

3

Connect to Today What would happen if all ocean life died?

The Sand Castle 185

UNIT TWO

Teach

Reading Strategy

3

Connect to Today Students will likely say that many species would become extinct. People would starve. The balance of life on earth would be upset.

View the Art

Ask: How does the subject of this painting compare to Mrs. Pavloff's memories? (The painting captures the joyful spirit of her memories.)

Ask: What do you think the children in the story would think if they saw this painting? (They would not understand how the children in the painting could enjoy the sea, or why they were not wearing protective clothing and goggles.)

English Learners

DIFFERENTIATED INSTRUCTION



Advanced Explain to students that visualizing means forming a mental picture of what you are reading. Visualizing can help you understand the setting, and it makes it easier to connect with the characters as if they were real people. Have students work in pairs to visualize the setting and characters in the story. While

one partner reads a section aloud, the other listens with eyes closed, visualizing the scene. Then have students describe or draw their mental pictures.

Advanced Learners

DIFFERENTIATED INSTRUCTION

Science Fiction Cause and Effect Explain to students that science fiction can present a possible future outcome of decisions people make today. Ask students to choose a problem in today's world, then write a science fiction story that shows a possible result of this problem.

After You Read

Assess

For additional assessment, see
Assessment Resources, pp. 59–60.

Respond and Think Critically

Possible answers:

1. Ozone depletion caused by human pollution makes the sun's rays dangerous.
2. It was a joyful day spent with her parents building a sand castle, lying in the water, listening to the sounds of the birds, and having a picnic.
3. It is important because eagles no longer exist in the world. According to her grandfather, the eagle symbolizes the spirit of the people. She believes this spirit still exists, even though her grandfather is no longer alive and the eagles he taught her about have all vanished.
4. Yes, even though the children do not want to go, their grandmother and her good memories make the day at the sea a fun, special time.
5. The author uses ideas about global warming, the ozone layer, nuclear testing, automobile emissions, and ozone-depleting chemicals.
6. Students may miss the freedom to go outside during the day without protective goggles and gloves. Now, all they need is sun block and sunglasses.

Connect to Art

Possible answers:

1. Answers will vary.
2. Sand sculptures do not permanently change the landscape or harm the environment.
3. Students may feel it is not worth their effort.

After You Read

Respond and Think Critically

1. What causes the sun in the story to be so dangerous? **[Recall]**
2. Summarize Mrs. Pavloff's memories of the day she spent at the beach with her parents. **[Summarize]**
3. Why is the memory of the eagle important to Mrs. Pavloff? What does it mean to her? **[Interpret]**
4. Do you think the children's attitudes change about the type of outing described in the story? Why or why not? **[Infer]**
5. Do the scientific ideas in this story help make it more believable? Why or why not? **[Evaluate]**
6. **BQ** **BIG Question** If you lived in the time of the story, what would you miss most about the world you live in now? Explain. **[Connect]**

TIP

Summarizing

Here are some tips to help you answer question 2. When you summarize, you retell the main ideas or events.

- Skim the section where Mrs. Pavloff remembers her day at the beach.
- Determine which memories are most important to her.
- Use only the most important details in your summary.

FOLDABLES Study Organizer

Keep track of your ideas about the **BIG Question** in your unit Foldable.

Connect to Art

Building a sand castle is a fun way to spend time at the beach. However, for some people, a sand castle is art. Some artists call themselves sand sculptors.



Sand sculptors like the idea of creating something that is a part of the natural landscape. They like knowing that sand sculptures are environmentally friendly. Many sand castles are almost as elaborate as real castles. (Some works can involve up to twenty tons of sand!) Of course, not all sand sculptures are castles. They can be giant faces, seashells, monkeys,

trees—all created from nothing more than sand and water.

Over time, a sand sculpture crumbles. Wind and water erode the shape. Eventually the sand becomes part of the beach again.

Group Activity Discuss the following questions with your classmates.

1. If you created a sand sculpture, what would it be? What tools do you think you would need? How long would it take?
2. What do you think it means that sand sculptures are environmentally friendly?
3. Most sculptures are permanent. How do you think you would feel about creating a sculpture if you knew it might last only a few days or weeks?

186 UNIT 2 Why Read?



Writing Practice

Prewrite Ask students to think about the symbolism of the sand castle. Ask them to make an idea web with "Sand Castle" in the center circle. Tell them to include all the possible meanings the sand castle might have in the context of the story. When they've finished their webs, ask them to write brief paragraphs that explain what they think the sand castle symbolizes. Students may want to use these webs as a way to prepare for a longer writing assignment.

Literary Element Flashback

1. How many flashbacks are there in the story? Where in the story do they occur?
2. What episodes from her childhood does Mrs. Pavloff recall in the flashbacks?
3. How do the episodes described in the flashbacks help develop the characters in the story? How do they help you understand the theme?

Review: Author's Purpose

As you learned on page 163, the **author's purpose** is the author's reason for writing. Most fiction writers want to entertain readers. Other purposes are to inform, to persuade, or to express emotion.

4. Do you think the only purpose of "The Sand Castle" is to entertain? Why or why not?
5. What are some words, phrases, and details that help you determine the author's purpose for writing this story?

Reading Strategy Connect to Today

6. Do you think the author's message in this story is important for today's readers? Why or why not?
7. What action do you think Villanueva would want readers to take today to prevent the conditions depicted in the story from happening in the future?

Vocabulary Practice

On a separate sheet of paper, write the following sentences with the vocabulary word that best completes each sentence. If none of the words fits the sentence, write *none*.

interior
hostile
vehicles
forlorn

1. The building's windows were covered, so we could see nothing of its _____.
2. After playing with his cousins all day, Ed felt _____ when they went home.
3. My uncle's old computer was the _____ of my science project.
4. The conditions on Mars are _____ to human life.
5. Many of the _____ in the parking lot are new.
6. The weather is looking _____, with not a cloud in the sky.

Academic Vocabulary

The setting and plot of "The Sand Castle" vividly **illustrate** possible future consequences of today's human activities.

In the preceding sentence, *illustrate* means "show or explain." Think about something you strongly believe. How could you illustrate this belief for someone else?



Literature Online

Selection Resources For Selection Quizzes, eFlashcards, and Reading-Writing Connection activities, go to glencoe.com and enter QuickPass code GL19756u2.

After You Read

Assess

Literary Element

1. There are two. The first occurs as the children get ready to go out. The second occurs when they ask their grandmother about eagles.
2. She recalls a trip to the beach for swimming, playing, and a picnic; she recalls her grandfather pointing out an eagle in the sky.
3. The flashbacks help you see what has been lost: the birds, the sea creatures, and the freedom to enjoy the outdoors in the daytime.
4. Students may see the story as a warning about possibilities on earth if people continue to destroy the ozone layer.
5. The scientific information about the sun, nuclear testing, and the ozone layer clarify the author's purpose.

Reading Strategy

6. It is an important warning that our world could end up like Masha's and that we need to make changes.
7. She would want readers to help stop global warming by using less fuel, driving less, and recycling.

Vocabulary Practice

1. interior
2. forlorn
3. none
4. hostile
5. vehicles
6. none

Academic Vocabulary

Students' illustrations should clarify and explain their opinion or belief.

Progress Check

Can students comprehend vocabulary?

If...fewer than 2 answers are correct

Then... Glencoe Interactive Vocabulary CD-ROM.

Assess

Respond Through Writing

Expository Essay

Students will write an expository essay that interprets and explains the theme of “The Sand Castle.” Students will follow the stages of the writing process including prewriting, drafting, revising, and editing.

Students’ essays should

- show a clear understanding of the theme
- include an introduction that states the theme
- contain examples that support the theme
- have a conclusion that summarizes the main idea

Respond Through Writing

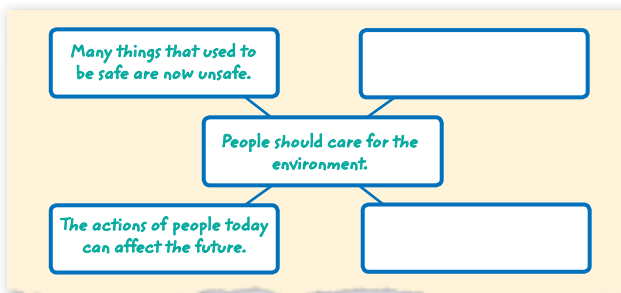
Expository Essay

Interpret Theme Think about the theme of “The Sand Castle.” Write a short expository essay in which you explain the theme.

Understand the Task A **theme** is a message or idea the author wishes to communicate to the reader. Sometimes a writer states the theme directly. More often, however, readers must figure out the theme from the story’s details. In this essay, you will explain the theme of “The Sand Castle,” using details and examples from the story.

Prewrite Your essay should have an **introduction**, a **body**, and a **conclusion**. In the introduction (the first paragraph), you state the purpose of your essay and explain what you think the theme of the story is. In the body (usually two or three paragraphs), you use examples from the story to support your idea about the theme. In the conclusion, you sum up your interpretation and evidence.

Draft Every paragraph should have a topic sentence. The topic sentence of the introduction, called a **thesis statement**, is also the topic sentence of the essay. Make a concept map of the story’s main ideas, like the one below. Then write your draft based on these ideas.



Revise Read your draft several times. Do you have an introduction, a body, and a conclusion? You can use your concept map as a checklist to make sure you have included all the main ideas and essential details to back up your interpretation of the theme. Revise your draft to make sure ideas flow logically from one paragraph to the next.

Edit and Proofread Proofread your paper. Correct any errors in spelling, grammar, and punctuation. Try reading your essay aloud to make sure the writing flows. Make sure you have used quotation marks correctly. See the Word Bank in the side column for words you might use in your expository essay.

Learning Objectives

For page 188

In this assignment, you will focus on the following objective:

Writing: Writing an expository essay.

Word Bank

The following list contains some useful words you might want to include in your essay. Check their meanings in a dictionary first to make sure you use them correctly.

conservation
pollute
reduce
species
influence
potential

Research Practice

Fact and Opinion Explain to students that Global Warming has become a major issue that is frequently debated. Have them research the topic using a variety of sources including newspapers, magazines, books, DVDs, and the Internet. Ask students to list statements made in these sources and identify

them as fact or opinion using a two-column chart. Make sure they include the source of each statement on their charts. Then have volunteers tell the class how they feel about the issue using their charts to support their opinions.

Grammar Workshop

Sentence Fragments

A sentence fragment is a group of words that is used as a complete sentence. It is not complete, however, because it lacks a subject, a predicate, or both.

Identifying Sentence Fragments

Look at these sentences from “The Sand Castle.”

Then he'd lie exhausted on the sand, stretched to the sun. Such happiness to be warmed by the sun.

Then the picnic.

A complete sentence has a subject and a predicate and expresses a complete thought. The first sentence has a subject (*he*) and a predicate (*would lie*) and is a complete thought. The second and third sentences are fragments. The writer uses them to produce a special effect. The narrator is remembering her past, and the short, clipped sentences represent her faded memories. In this case, the incomplete thoughts are an intentional part of an experienced writer's storytelling style.

Ordinarily, you would add a subject and a predicate to the second sentence to fix the fragment, such as “He felt such happiness to be warmed by the sun.” You would add a predicate to the third sentence, such as “Then the picnic began.”

Often, the best way to fix a fragment is to combine it with a related sentence or another fragment to make a compound, complex, or compound-complex sentence, or to simply delete the fragment. For help with combining sentences and proper coordination and subordination, see pages 120–121.

TRY IT: Sentence Fragments

Rewrite these fragments as complete sentences by adding a subject, a predicate, or both to express a complete thought.

1. At most beaches.
2. The sun.
3. Build a sand castle.
4. Her grandchildren.
5. When the sea made shells.

Learning Objectives

For page 189

In this workshop, you will focus on the following objective:

Grammar: Understanding how to avoid sentence fragments.

Watch Out!

You may use fragments when talking informally with friends or writing personal letters. Use complete sentences, however, for school or business writing.

Helpful Hint

Fragments sometimes result from carelessness or thinking faster than you can write. Carefully formulate a sentence in your mind before you write it. Reread each sentence to ensure that you have avoided fragments.

 Literature Online

Grammar For more grammar practice, go to glencoe.com and enter QuickPass code GL19756u2.

GRAMMAR WORKSHOP 189

Grammar Workshop

Sentence Fragments

Focus

Write on the board:

She runs.

Ask: Is this a complete sentence?

Why? (Yes, because it has both a subject—*she*—and a predicate—*runs*. In addition, it expresses a complete thought.) Remind students that every complete sentence has both a subject and a predicate.

Teach

Teaching Note

Parts of a Sentence Explain that the two essential parts of a sentence answer the questions “Who or what is the sentence about?” (subject) and “What happened?” or “What did the subject do?” (predicate). Ask students to identify subjects and predicates of sentences in a paragraph from a unit selection.

Assess

Possible responses:

1. Seagulls can be seen at most beaches.
2. The sun burns brightly.
3. Masha and Anna build a sand castle.
4. Her grandchildren must wear goggles and gloves.
5. Grandmama remembers when the sea made shells.

English Learners

DIFFERENTIATED INSTRUCTION



Beginning Tell students that subjects can be nouns (people, places, things, or ideas) or pronouns (words that take the place of nouns). Remind students that some common pronouns are *I*, *we*, *you*, *he*, *she*, *it*, and *they*. Then explain that predicates can be action verbs, which describe what the subject does, or being verbs, which describe what the subject is,

was, or will be. Give pairs of students a list of simple nouns, pronouns, action verbs, and being verbs. Have partners work together to determine the part of speech of each word on the list. Then challenge students to use the words to form simple sentences. Students may add other words, such as modifiers, as needed.

Focus

Summary

This article highlights seven blunders made by athletes during their moments in the spotlight, including quarterback Brett Favre prematurely celebrating a win, basketball player Kevin Garnett forgetting to put on his game jersey, and softball player Dani Tyler jumping over home plate. While these moments can be quite embarrassing for the athletes, the article shows how a bright outlook and a sense of humor can help keep a difficult situation in perspective.

For summaries in languages other than English, see Unit 2 Teaching Resources, pp. 56–61.

Teach

Possible responses:

1. It may be about mistakes people make.
2. They add color and humor.

For an audio recording of this selection, use Listening Library Audio CD-ROM.

Readability Scores

Dale-Chall: 5.2
DRP: 53
Lexile: 790

Learning Objectives

For pages 190–193

In studying this text, you will focus on the following objectives:

Reading:

Using text features.

Analyzing informational text.

Connecting to personal experience.

Set a Purpose for Reading

As you read, focus on what you can learn from reading accounts about professional athletes' reactions to their mistakes.

Preview the Article

1. What does the **title**, also called a headline, suggest the article is about?
2. Scan the **illustrations**. What do they add to the article?

Reading Strategy

Connect to Personal Experience

When you **connect to personal experience**, you relate the information you read to your own life. As you read, think about a mistake you've made and what you learned from it. Record your thoughts in a chart like the one below.

Mistake	What I Learned

190 UNIT 2 Why Read?

Reading Practice



Preview Ask students to read all seven subheads in the article. Discuss what the language and punctuation in the subheads reveal about the article's content and tone. Help them to see that the use of exclamation marks in two of the subheads (*Somebody Get Brett!*, *Look Out Below!*) creates a light tone. The three

Nobody's PERFECT

Making a mistake is not the end of the world. It can be pretty funny!

DAVID FISCHER

Everyone makes mistakes, even great athletes. In sports, mistakes are called bloopers. The best way to get over a mistake is to figure out what you did wrong, correct it, and then laugh about it. Here are some of our favorite bloopers.

It's Not Over?

Suzy Favor Hamilton is one of the best distance runners in the United States, but in 1994 she lost a race because she lost count.

Suzy was competing in the mile event at a track meet in Fairfax, Virginia. The runners had to complete eight laps. Near the end of lap 7, Suzy sprinted into the lead. As soon as she crossed the finish line, she stopped running. Suzy thought that the race was over and that she had won! As she watched the other racers run past, she realized her mistake.

"I wanted to tell everybody to stop so that I could jump back in the race," says Hamilton.

heads that take the form of questions (*It's Not Over?*, *Where's My Jersey?*, *Which Way Do I Go?*) suggest that the article will describe people in moments of confusion. The final two subheads (*Out By a Foot*, *Wrong Target*) hint at silly or embarrassing mistakes.

Teach

BQ BIG Question

Ask: Why might it be helpful to read about these athletes' experiences? (Possible responses: Reading this article might teach you how to recover after making an embarrassing mistake. It may show you that you're not the only person in the world who makes mistakes.)

Teaching Note

Text Features Remind students that subheads provide useful information about the text that follows them. **Ask:** What does the question mark in the subhead "It's Not Over?" indicate about the text that follows it? (The text may be about someone who thinks he or she has completed a task, when actually it's not finished.)

Suzy Hamilton stopped running one lap before the race was over.



Keith Locke

Somebody Get Brett!

Quarterback Brett Favre¹ of the Green Bay Packers is cool under pressure. He proved how cool he can be when he led the Packers to victory in Super Bowl XXXI in 1997. But Brett wasn't always so calm.

In 1992, Brett was the Packers' second-string² quarterback. In the third game of the season, he went into action against the Cincinnati Bengals. In the fourth quarter, Green Bay trailed

Cincinnati by 13 points. But in the last eight minutes of the game, Brett led Green Bay to two touchdowns.

After the second touchdown, he ran off the field. He started jumping and screaming. Brett was so busy celebrating that he forgot an important part of his job. To win the game, Green Bay needed to kick the extra point. Brett was supposed to be on the field, holding the ball for the kick!

Green Bay kicker Chris Jacke ran to the sideline and dragged Brett back onto the field. Chris then kicked the extra point, and the Packers won the game, 24–23.

¹ Favre (färv)

² A *second-string* player substitutes for a starting player.



Hey, Brett: Get in the game!

Keith Locke

TIME 191

English Learners

DIFFERENTIATED INSTRUCTION

Intermediate This selection contains many terms specific to various sports. For example, the section on Brett Favre contains the football terms *quarterback*, *quarter*, *touchdowns*, *extra point*, and *sideline*. Explain to students that language peculiar to

a specific field is called *jargon*. Jargon helps people in a field or profession communicate easily. Have students keep a list of the jargon they encounter in the article. Encourage them to define each term by using a dictionary or the Internet.

Approaching Level

DIFFERENTIATED INSTRUCTION

Emerging The anecdotes in this selection provide an excellent opportunity to practice reading aloud. Have students find a quiet place to read silently. As students become more familiar with the text, encourage them to read aloud and to pay careful attention to punctuation marks. Remind students that exclamation points indicate that text should be read with emphasis.

Teach

Reading Strategy

1

Connect to Personal Experience

Point out that after Midori Ito took a serious fall, she got right back up and kept going. **Say:** *Think of a time when you recovered quickly after making a mistake. What happened? How were you able to keep going?* (Students will probably say that courage and determination motivated them to keep going after making a mistake.)

Reading Strategy

2

Connect to Personal Experience

Ask: *What might a reader learn from Jim Marshall's quote "...I don't see any reason to hide. I know I was hustling. If people want to laugh, I'll go along with it"? (Jim Marshall is proud of his effort, even though the outcome isn't what he wanted.)* **Say:** *Think about a time when you were proud of your hard work even though the outcome wasn't what you hoped.* Have students share their responses with partners.

Where's My Jersey?

Basketball forward Kevin Garnett of the Minnesota Timberwolves joined the NBA in 1995. He was 19 years old and straight out of high school.

During a game in the early days of his career, Kevin found that he had left something important behind in the locker room. Near the end of the first quarter, Minnesota's coach told Kevin to enter the game. Kevin ran to the scorer's table and pulled off his warm-up top. Then he looked down. Surprise! He was wearing only a T-shirt from practice. Kevin had to race back to the locker room to get the official game jersey that was part of his uniform.

Even though he's older now, Kevin sometimes still acts like a kid.

Look Out Below!

Midori Ito³ of Japan is one of the best jumpers in figure skating. But during the 1991 World Championships, Midori jumped right out of the skating rink!

During the short program of the women's singles event, Midori was performing a jump. She started the jump too close to the edge of the rink. She flew over a 12-inch wooden barrier⁴ at the edge of the ice and landed on a cameraman!

Midori got up, hopped back over the barrier, and completed her routine. She finished in fourth place.

³ **Midori Ito** (mə dōr'ē ē'tō)

⁴ A **barrier** is something that blocks the way or holds two things apart.

Which Way Do I Go?

Jim Marshall was a star defensive end for the Minnesota Vikings from 1960 to 1979. He is best remembered for getting lost on the football field.

It happened in a 1964 game when the Vikings were playing the San Francisco 49ers. In the third quarter, a 49er running back fumbled⁵ the football. Jim scooped up the loose ball and ran 66 yards to the end zone.

Jim was pumped.⁶ He thought he had scored a touchdown. "A 49ers player ran up and gave me a hug," says Jim. "That's when I knew something was wrong." He had run to the wrong end zone!

The referee⁷ ruled that Jim had scored a safety (2 points) for San Francisco. Even so, the Vikings won the game, 27–22. "I still feel embarrassed about that play," says Jim. "But I don't see any reason to hide. I know I was hustling. If people want to laugh, I'll go along with it."

Out By a Foot

Third baseman Dani Tyler of the United States women's softball team learned a lesson at the 1996 Summer Olympics: Always watch your step.

In the fifth inning of a scoreless game against Australia, Dani hit a

⁵ **Fumbled** means "lost one's grasp on something."

⁶ **Pumped** is a shortened slang expression for *pumped up*, which means "filled with excitement, strength, and energy."

⁷ A **referee** is a sports official who enforces the game rules.

Research Practice

Research Careers Ask students to name people who have sports-related careers. Examples include athletes, agents, team owners, coaches, referees, personal trainers, announcers, and writers. Tell students to choose one career, such as coaching, and to find out more about it. Then have students

create a list of qualifications necessary for the selected career. For example, suggest that students start by reading biographies of famous coaches. Encourage students to find out how many coaches were professional athletes, what degrees they earned in college, and at what age they began coaching.

Dani danced over the plate.



Keith Locke

home run. When she reached home plate, she leaped to high-five a teammate and jumped right over the plate! The umpire called her out because she never touched home. The United States lost the game in extra innings. It was the U.S. team's second international loss in 10 years.

After the game, Dani said, "From now on, I'm going to paint a big X on home plate and step on it with both feet." The United States went on to win the gold medal.

Wrong Target

At the 2004 Summer Olympic Games in Athens, Greece, Matthew

Emmons of the United States was in first place before his final shot in the 50-meter rifle three-position⁸ competition.

Matthew was one easy shot away from his second gold medal of the Olympics. All he needed to do was hit the target. So how did Matthew end up in eighth place? He shot at an Austrian competitor's target in the next lane. This Austrian competitor ended up winning the bronze medal.⁹

⁸ A **three-position competition** includes firing from a standing position, a kneeling position, and a prone (lying on the stomach) position.

⁹ A **bronze medal** is awarded to an athlete for winning third place.

Respond and Think Critically

- Write a brief summary of the main events in this article. For help on writing a summary, see page 170. [\[Summarize\]](#)
- What does Dani Tyler's quotation tell you about her? [\[Infer\]](#)
- How do the title and the subheads convey the tone of the article? [\[Analyze\]](#)
- Does the writer of the article prove his point that mistakes can be funny? Explain your answer. [\[Evaluate\]](#)
- [Reading Strategy](#) **Connect to Personal Experience** What are some things you have done to get over a mistake?
- [BQ](#) **BIG Question** Do you think it is helpful to read about mistakes successful people have made? Why or why not?

TIME 193

Approaching Level

DIFFERENTIATED INSTRUCTION



Emerging Students may benefit from drawing what happened in one of the anecdotes that is not illustrated in the article. First tell students to choose an unillustrated anecdote from the article. Then tell them to write a brief description of what happened. Remind students to put the actions in sequential order. When students have their ideas in order, have them

create a cartoon illustrating the events in the anecdote. Encourage students to share their cartoons with the class.

Teaching Note

Description Ask: Dani Tyler says that she would "paint a big X on home plate." How does this quotation add to the description of the incident? (Possible responses: It emphasizes the fact that Tyler overlooked something very obvious.)

ADVANCED Ask: What does the quotation tell you about Tyler?

(Possible response: She has a sense of humor.)

Assess

Respond and Think Critically

Possible answers:

- Students' summaries will vary but should provide the name of the athlete, the sports event, the athlete's mistake and reaction.
- She has a sense of humor.
- The light-hearted tone of the title and subheads convey humor.
- Students may say that he proves his point because the stories are lighthearted and none had truly serious consequences. Other students may think that it was not funny to lose a competition.
- Students should recall ways they have coped with a mistake, such as laughing about it or practicing harder at something.
- Students may find it encouraging to learn that even successful athletes make errors. Students may also say that people can use errors to strengthen their determination to succeed or to appreciate success.

Before You Read

Focus

Bellringer Options

Daily Language Practice Transparency 38

Or have students look at a photograph of the moon.

Ask: *What feelings or ideas do you have when you look at the moon?* Have students discuss their associations with the moon. Encourage them to consider common cultural associations, such as love or mystery.

Summary

Cummings compares the moon to a balloon. He then imagines floating away in this balloon to a new and wonderful city.

Literary Element

Imagery Explain that imagery can make use of any of the five senses. Have students pick one of the four seasons and list sensory details that they associate with it. Then have students sort the details by sense.

For summaries in languages other than English, see Unit 2 Teaching Resources, pp. 65–70.

Before You Read

who knows if the moon's

Connect to the Poem

In your mind, picture a full moon.

QuickWrite Freewrite for a few minutes about the image in your mind. How does the moon look? What familiar objects does it look like? What does it make you think about or feel?

Build Background

People have been fascinated by the moon since ancient times. Its mystery and beauty have inspired interesting beliefs. In past cultures, some people thought of the moon as a god. Old legends tell about the power of the full moon turning people into animals or driving them insane. The word *lunatic*, which means “insane,” comes from *luna*, the Latin word for “moon.”

In the 1960s and 1970s, Apollo astronauts photographed the moon as they orbited it. We now know that the moon is a rocky body with many craters made by the impact of space objects. Lava has filled some of the craters, creating light and dark areas. Seen from Earth, these areas form what some people call “the man in the moon.”

Set Purposes for Reading

BQ BIG Question

As you read, ask yourself, how does the poet feel about the moon?

Literary Element Imagery

Imagery is language that appeals to the five senses. It describes how something looks, sounds, feels, smells, or tastes.

Paying attention to imagery helps you visualize settings and characters in a text. It helps you almost see, hear, smell, taste, or feel what is being described. If you try to imagine what is described as you read, you are more likely to understand the text.

As you read the poem, try to picture what the imagery suggests.



Literature Online

Author Search For more about E. E. Cummings, go to glencoe.com and enter QuickPass code GL19756u2.

Learning Objectives

For pages 194–197

In studying this text, you will focus on the following objective:

Literary Study: Identifying and analyzing imagery.

Meet E. E. Cummings



Experimental Poet Edward Estlin Cummings is famous for his experiments with poetry. He wrote about common things such as love, spring, and sunsets. His poems constantly break the rules of grammar and capitalization. Lines don't begin with capital letters. Adjectives are used as nouns. Punctuation is left out or put in an unusual place. Cummings felt that breaking the rules helped him express his ideas in a more original way.

Literary Works Cummings published more than ten books of poetry.

E. E. Cummings was born in 1894 and died in 1962.

Approaching Level

DIFFERENTIATED INSTRUCTION

Emerging After students have discussed the poem, have them work with a partner to think about some of the words used by the author to appeal to the senses, such as *balloon* or *steeple*s or *clouds*. Suggest to students

that they replace some of these words with words of their own choosing. How does their new imagery change the meaning of the poem? Share their examples.

English Learners

DIFFERENTIATED INSTRUCTION

Vocabulary Preteaching Have English learners read the poem aloud. Tell them to use a dictionary to define *balloon* and *steeple*. **Ask:** *Where might you expect to see a steeple?* (on top of a church or public building) Then, ask them to draw a picture of each word as it is used in the poem. When they have finished, have them share their drawings with the class.

Teach

Literary Element

1

Imagery The speaker imagines that the moon is a balloon filled with pretty people.

ENGLISH LEARNERS Ask: **Why is there an apostrophe –s after moon?** (*It is a contraction for moon is.*)



who knows if the moon's

E. E. Cummings

The Balloon, 1878. Pal Szinyei Merse. Oil on canvas, 41.5 x 39 cm. Magyar Nemzeti Galeria, Budapest, Hungary.

who knows if the moon's
a balloon, coming out of a keen° city
in the sky—filled with pretty people?
(and if you and i should

- 5 get into it, if they
should take me and take you into their balloon,
why then
we'd go up higher with all the pretty people
than houses and steeples and clouds:
10 go sailing
away and away sailing into a keen
city which nobody's ever visited, where
always
it's
15 Spring) and everyone's
in love and flowers pick themselves

2 Here, **keen** means "wonderful" or "excellent."

1

Imagery In the speaker's imagination, what is the moon?

BQ BIG Question

To what kind of world does the speaker imagine being taken?

who knows if the moon's 195

Approaching Level

DIFFERENTIATED INSTRUCTION

Emerging Reading aloud may help students who find Cummings's style difficult to understand. Ask students to read the poem aloud to a partner. Suggest that they use the poem's spacing and line breaks to guide the speed and emphasis with which they read.

Have them practice parts of the poem that give them particular difficulty. After each partner has practiced reading the poem aloud, discuss what new insights students have gained into the meaning of the poem.



For additional literary element practice, see Unit 2 Teaching Resources, p. 71.

BQ BIG Question

He imagines being taken to an undiscovered world where it's always spring, everyone is in love, and there is so little work to do that flowers don't even have to be picked.

Writer's Technique

Punctuation Cummings used unusual punctuation in his poems to grab the reader's attention and break habits of reading. Punctuation also organizes his poetry more like a work of art.



To check students' understanding of the selection, see Unit 2 Teaching Resources, pp. 73–74.

After You Read

Assess

For additional assessment, see Assessment Resources, pp. 61–62.

Respond and Think Critically

Possible answers:

1. The speaker addresses the listener as “you.” This may be the reader or someone else, but it is someone with whom the speaker feels familiar.
2. The speaker imagines that the moon is a balloon filled with pretty people who pick up the speaker and the reader and sail into the sky with them to an unknown world that is always full of love and beauty.
3. It causes the speaker to express feelings of longing to escape to a happier world.
4. The words *balloon*, *keen city*, *pretty people*, *sailing*, and *away* are repeated. The poet repeats them to call attention to the images that make up the main idea of the poem: a balloon filled with pretty people sailing away to a keen city.
5. They make the poem appear childlike and innocent.
6. Some students may say that they would like to live in an apparently perfect world. Others may say that they would miss the differences among people and the challenges in our world.

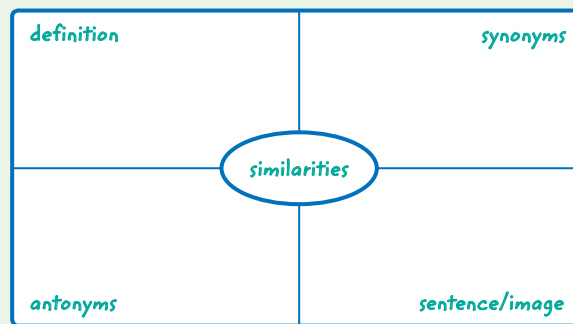
After You Read

Respond and Think Critically

1. To whom is the speaker of the poem talking? [Identify]
2. Summarize what takes place in the poem. [Summarize]
3. What feelings does looking at the moon cause the speaker to express? [Infer]
4. What words or phrases appear more than once in the poem? Why do you think the poet repeats them? [Analyze]
5. How do the lack of capitalization and the unusual punctuation affect the poem? [Evaluate]
6. **BQ** **BIG Question** Would you like to live in the kind of world that the speaker imagines? Why or why not? [Conclude]

Academic Vocabulary

The speaker sees **similarities** between the moon and a balloon. In the preceding sentence, *similarities* means “likenesses.” To become more familiar with the word *similarities*, complete a graphic organizer like the one below.



TIP

Analyzing

Here are some tips to help you answer question 4. Remember, a writer uses repetition to draw readers’ attention to important details.

- Skim the poem to identify words or phrases used more than once.
- Think about the images that these words bring to mind.
- Think about the poem’s main idea.
- How do the repeated words help the poet express his main idea?

FOLDABLES Study Organizer

Keep track of your ideas about the **BIG Question** in your unit Foldable.

Literature Online

Selection Resources

For Selection Quizzes, eFlashcards, and Reading-Writing Connection activities, go to glencoe.com and enter QuickPass code GL19756u2.

196 UNIT 2 Why Read?

Reading Practice

Reading Poetry Aloud Tell students to think of their favorite songs. Many times, songwriters write about their own lives—their problems, their dreams, and what makes them who they are. Poets share these same ideas in their poetry, and just like musicians, poets like to share their work with an audience. Share these tips with students for reading poetry aloud.

Audiences want to hear readers who understand the words and messages of the poems they are reading. Before reading, students should ask themselves: Are there words I don’t know or need help with? Do I understand what the poet is saying? Discussing poetry with other people, such as their family and friends, can help students understand it better.

Literary Element Imagery

1. What images give you the idea that the “balloon” would be going to an ideal place?
2. Describe a place where it is always spring. How would it look, sound, smell, and feel?

Review: Tone

As you learned on page 123, the **tone** of a piece of writing expresses its author’s feelings and attitude toward a subject. The imagery an author uses in a poem helps create its tone. Pleasant images suggest a happy or amused tone. Dreary images convey a sad or angry tone.

Line length also helps create tone. Shorter lines can be read quickly, so they can create a light, upbeat tone. Long lines, which tend to be read more slowly, create a more thoughtful tone.

3. How would you describe the tone of the poem?
4. In a the graphic organizer like the one below, list two examples of images the poet uses and how each image helps create the tone of the poem.

Image	What tone is suggested?

Grammar Link

Past Perfect Tense To talk about something that happened (or didn’t happen) before something else, you can use the **past perfect tense**. To form it, use the helping verb *had* and the past participle of the main verb.

The poet **had written** a poem about the moon before he ate breakfast.

The poet **had never written** a poem about the moon until he read one by someone else.

Don’t use this tense to talk about only one event. Use it only if you’re talking about something that happened before something else.

Wrong: This morning, the poet **had written** a poem.

Right: Before his wife got up, the poet **had written** a poem.

Practice Think about how the tense of verbs contributes to the meaning of sentences. Then write two sentences based on the poem that use the past perfect tense. Be sure that there are two events in each sentence.

Write with Style

Apply Imagery Think of an object that you find interesting or mysterious. Make a list of words or phrases you could use to describe the object. Try to include words that appeal to the five senses—sight, sound, touch, smell, and taste. Then use your imagery in a short poem about the object.

After You Read

Literary Element

Possible answers:

1. Images such as “where always it’s Spring,” “everyone’s in love,” and “flowers pick themselves” all contribute to the idea that the balloon will be going to an ideal place.
2. Students’ responses should include sensory details.
3. The tone is wishful and dreamy.
4. “a balloon, coming out of a keen city in the sky,” “filled with pretty people,” “we’d go up higher with all the pretty people than houses and steeples and clouds,” “go sailing away and away,” “sailing into a keen city,” “where always it’s Spring,” “everyone’s in love,” and “flowers pick themselves.”

Grammar Link

Possible answers: No one had ever visited the city before we came. Until you told me that I was looking at the moon, I had thought I was looking at a balloon.

Write with Style

Apply Imagery Poems will vary, but they should include imagery that describes the object and appeals to the senses.



For grammar practice, see Unit 2 Teaching Resources, p. 72.

who knows if the moon’s 197

English Learners

DIFFERENTIATED INSTRUCTION



Intermediate Say: **Antonyms are words that have opposite meanings. For example, an antonym for happy is sad.** Have students identify antonyms for the following words in “who knows if the moon’s”:

keen (*dull*)
pretty (*ugly*)
higher (*lower*)
nobody (*everybody*)
always (*never*)

Then ask them to use each word along with its antonym in a sentence.

Before You Read

Focus

Bellringer Options

Daily Language Practice
Transparency 39

Ask: **What is a mystery?** Have students create their own definitions for the word. Ask volunteers to share their answers. Have the students brainstorm for some examples of mysteries from popular culture.

Vocabulary Tip

Ask students to pair up and write a short mystery story using as many vocabulary words as possible. Have pairs share their stories with the rest of the class.

For additional vocabulary practice, see Unit 2 Teaching Resources, p. 83.

For additional context, see Glencoe Interactive Vocabulary CD-ROM.

Before You Read

The Emperor's Silent Army: Terracotta Warriors of Ancient China

Connect to the Article

Think about a mystery. It could be a made-up story or it could be a real event from everyday life, history, or science.

Partner Talk With a partner, talk about something that is mysterious or unexplained. What makes it mysterious? Why aren't there explanations for some things?

Build Background



Today China is the third-largest country in the world. It is also the country with the largest population. Long ago, China was divided into many different kingdoms. Qin Shihuang (chin' shir hwäng') was the first emperor to rule over one united China.

The title of the article refers to terracotta warriors. *Terracotta* is an Italian word that means "baked earth." Terracotta is a kind of clay used for making bricks, pottery, and figurines, or statues.

Vocabulary

historian (his tōr' ē ən) *n.* one who writes a history or about history (p. 204). *The historian wrote a book about the Civil War.*

civilized (siv' ə līzəd) *adj.* advanced beyond that which is primitive or savage (p. 204). *A civilized society has laws.*

eternal (i turn' əl) *adj.* existing throughout all time (p. 205). *The Spanish explorer Juan Ponce de León searched for a "fountain of youth" in hopes of gaining eternal youth.*

precede (pri sēd') *v.* to go or come before or ahead of (p. 205). *A meal of spaghetti and salad will precede the dessert.*

automatically (ô tə mat' ik lē) *adv.* self-regulating; mechanically (p. 206). *The lights were set to turn off automatically at 9:00 P.M.*

Meet Jane O'Connor

"I loved books as a child and wrote books as a child."

—Jane O'Connor

A Lifelong Writer Jane O'Connor has worked as an editor and a publisher and has written more than thirty books. Sometimes she writes her books with her husband or her older son or with another author. O'Connor did a great deal of research before writing "The Emperor's Silent Army: Terracotta Warriors of Ancient China."

Literary Works Jane O'Connor has received awards for both fiction and nonfiction.

Jane O'Connor was born in 1947.

Literature Online

Author Search For more about Jane O'Connor, go to glencoe.com and enter QuickPass code GL19756u2.

Approaching Level

DIFFERENTIATED INSTRUCTION

Vocabulary Preteaching Write on the board:
historian—a person who studies events of the past and writes about them
a person who reads about events of the past in a textbook and takes notes
civilized—a person who eats slowly with a knife, fork, and spoon
a person who bangs on the table with a knife and fork
eternal—something that will last forever

something that will last a long time
precede—the entire season of basketball games that takes place before the championship game does
the entire season of basketball games with large crowds does
automatically—the way in which change at the store is given to you by the cashier
the way in which change at the store is given to you by the change dispenser

Then have students read each pair of descriptions to decide which one is an example of the vocabulary word.

Set Purposes for Reading

BQ BIG Question

As you read, ask yourself, what am I learning about the first emperor of China and how he viewed himself?

Literary Element Description

Description is writing that creates an impression of a setting, a person, an animal, an object, or an event by appealing to one or more of the five senses. Authors may use literary devices such as metaphors, similes, imagery, and symbolism to make their descriptions come alive.

Descriptive writing helps readers use their imagination to see the world in new ways. Descriptive details help readers see, hear, smell, taste, or feel the subject of the description.

As you read, ask yourself, how do vivid descriptions help readers visualize and understand the details in the article?

Reading Skill Recognize Author's Purpose

When you **recognize author's purpose**, you figure out the author's intention. The purpose may be to entertain, to inform, to persuade or to express emotion. An author may have more than one purpose.

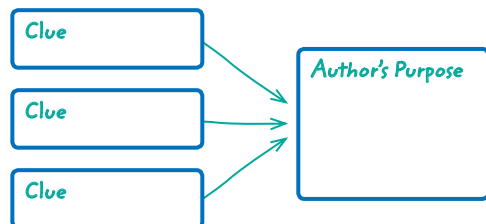
Recognizing an author's purpose can help you get more out of your reading.

To **recognize author's purpose**, pay attention to

- the author's choice of words
- the organization of the writing
- important elements such as the title and headings
- facts, details, and descriptions

Then use these clues to think about the author's reason for writing.

As you read, you may find it helpful to use a graphic organizer like the one below.



Learning Objectives

For pages 198–209

In studying this text, you will focus on the following objectives:

Literary Study: Analyzing description.

Reading: Recognizing author's purpose.

TRY IT

Recognize Author's Purpose

You wake up one Saturday morning to find a note from your mother. It reads, "If your friends are coming over today, they might be horrified by your messy room." What is the purpose of this note?

Before You Read

Focus

Summary

In 1974, farmers in northern China discovered a collection of terra cotta soldiers. These life-size soldiers were created by Qin, the first emperor of China who united the country more than 2,000 years ago. The army of 7,500 soldiers was supposed to protect Qin's massive tomb from looting. Qin also developed traps to keep out intruders and even sealed workers inside the tomb so its secrets would not be revealed. What lies with Qin inside the tomb is still a mystery.

For summaries in languages other than English, see Unit 2 Teaching Resources, pp. 75–80.

Literary Element

Description Students may need examples of vivid descriptions. You might read a passage such as "The aroma of freshly baked chocolate chip cookies filled the room, and the rumble of the old dishwasher shook the tile floor." Have students identify description in the passage. Then discuss how those details help readers feel they are in that kitchen.

Reading Skill

Recognize Author's Purpose Explain that all writing has a specific purpose. Understanding an author's purpose can help them fully understand the selection or passage.

TRY IT

To persuade me to clean up my room before my friends arrive

English Learners

DIFFERENTIATED INSTRUCTION



Intermediate Have students break into small groups. **Ask:** *Have you ever made a discovery?* Give each group time to share their experiences with one another. After each group finishes their discussion, have them select one of their discoveries, then answer the following

questions: Why was the discovery significant? How did the discovery affect you or other people? How did the other people in your group react to your discovery? Allow each group to share their discovery story and their answers to the questions.

UNIT TWO

Teach



For an audio recording of this selection, use Listening Library Audio CD-ROM.

Readability Scores

DRP: 57

Dale-Chall: 7.3

Lexile: 1040



The Emperor's Silent Army

TERRACOTTA WARRIORS OF ANCIENT CHINA

Jane O'Connor

200 UNIT 2 Why Read?

Reading Practice



Point of View Explain that point of view refers to who is telling the story. When authors write, they choose a perspective for sharing the story. That perspective affects how much information the readers can get about the events. For example, a first-person point of view means readers will not be able to see events from other characters' perspectives. The most common point of view is third person, which means a narrator not

directly involved in the events is telling the reader everything that happens. If an author uses third-person omniscient point of view, then the narrator can also tell readers what characters are thinking and feeling. Ask students which point of view this selection uses. *(It uses third-person omniscient. The narrator is not a participating character, and the narrator knows all characters' motivations.)*

A Strange Discovery

Lintong County, People's Republic of China, March 1974

It's just an ordinary day in early spring, or so three farmers think as they trudge across a field in northern China. They are looking for a good place to dig a well. There has been a drought, and they must find water or risk losing their crops later in the year.

The farmers choose a spot near a grove of persimmon trees. Down they dig, five feet, ten feet. Still no water. They decide to keep on digging a little deeper. All of a sudden, one of the farmers feels his shovel strike against something hard. Is it a rock? It's difficult to see at the bottom of the dark hole, so the farmer kneels down for a closer look. No, it isn't a rock. It seems to be clay, and not raw clay but clay that has been baked and made into something. But what?

Now, more carefully, the men dig around the something. Perhaps it is a pot or a vase. However, what slowly reveals itself is the pottery head of a man who stares back at them, open-eyed and amazingly real looking. The farmers have never seen anything like it before. But they do remember stories that some of the old people in their village have told, stories of a "pottery man" found many years ago not far from where they are now. The villagers had been scared that the pottery man would bring bad luck so they broke it to bits, which were then reburied and forgotten.

The three well-diggers are not so superstitious.¹ They report their discovery to a local official. Soon a group of archaeologists² arrives to search the area more closely. Maybe they will find pieces of a clay body to go with the clay head.

In fact, they find much more.

During the weeks and months that follow, the archaeologists dig out more pottery men, which now are called by a more dignified term—terracotta figurines. The

¹ People who are **superstitious** have unreasonable beliefs that are not based on scientific facts.

² **Archaeologists** are scientists who study the past by examining the buildings, objects, and other remains of places where people once lived.

1 Recognize Author's Purpose What purpose does the question serve?

2 Description What makes the pottery head lifelike?

UNIT TWO

Teach

Reading Skill

1

Recognize Author's Purpose The author wants the reader to wonder, like the farmer, about what is in the hole.



For additional reading skill or strategy practice, see Unit 2 Teaching Resources, pp. 82.

Literary Element

2

Description Giving the pottery the quality of "staring" makes it seem alive.



For additional literary element practice, see Unit 2 Teaching Resources, p. 81.

Cultural History

Clay This kind of soil, or earth, can be shaped when wet and hardens when it dries. However, clay is more than just soil. It's used in a diverse number of ways. Clay helps promote plant growth. People have used it throughout history to build structures, pottery, and even dams. The material even purifies water.

The Emperor's Silent Army: Terracotta Warriors of Ancient China 201

English Learners

DIFFERENTIATED INSTRUCTION



Beginning English Learners may have difficulty following the events in this opening section because of the unusual narrative style. Read the first few paragraphs aloud to the class. Then ask volunteers to explain what is happening in the scene.

Teach

Reading Skill

1

Recognize Author's Purpose It reveals a main idea.



View the Photograph In what ways do the terracotta soldiers in the photograph match the description in the text?

figurines are soldiers. That much is clear. But they come from a time long ago, when Chinese warriors wore knee-length robes, armor made from small iron “fish scales,” and elaborate topknot hairdos. All of the soldiers are life-size or a little bigger and weigh as much as four hundred pounds. They stand at attention as if waiting for the command to charge into battle. The only thing missing is their weapons. And those are found too—hundreds of real bronze swords, daggers, and battle-axes as well as thousands of scattered arrowheads—all so perfectly made that, after cleaning, their ancient tips are still sharp enough to split a hair!

1

Today, after years of work, terracotta soldiers are still being uncovered and restored. What the well-diggers stumbled upon, purely by accident, has turned out to be among the largest and most incredible archaeological discoveries of modern times. Along with the Great Pyramids in Egypt, the buried army is now considered one of the true wonders of the ancient world. Spread out

Recognize Author's Purpose Why is this important to know?

202 UNIT 2 Why Read?



Writing Practice

Sentence Variety Explain to students that writers need to keep their readers' attention. One way to do that is by using sentence variety. Writers create variety by combining shorter sentences with longer ones or starting sentences with a dependent clause instead of with the subject. Ask students to look at the paragraphs on this page and find examples of sentence variety. Have students write a

paragraph of five or six short sentences about the story or a discovery they made in their lives. Next, have them rewrite the paragraph so that it includes more sentence variety.

Teach

Language History

Archaeology Archaeology is the study of artifacts from the past. The word was first used in 1607 to mean “ancient history,” but in 1837 the term took on a new meaning as a reference to the “scientific study” of ancient history, particularly people. The word comes from the Greek *arkhaiologia*, which means the “the study of ancient things.”

over several acres near the city of Xian, the soldiers number not in tens or hundreds but in the thousands! Probably 7,500 total. Until 1974, nobody knew that right below the people of northern China an enormous underground army has been standing guard, silently and watchfully, for more than 2,200 years. Who put them there?

One man.

Known as the fierce tiger of Qin, the divine³ Son of Heaven, he was the first emperor of China.



Qin Shihuangdi, 259–210 B.C., First Emperor of China, 221–210 B.C., during Warring States period, from Album of portraits of 86 Chinese emperors, with Chinese historical notes, 18th century. The British Library, London.

³ **Divine** means “coming from God.”

English Learners

DIFFERENTIATED INSTRUCTION



Intermediate Students may be confused by the shift in time that occurs after the heading. Stop at the subheading and ask students to summarize what has happened up until that point in the selection. Then explain that the author is going to switch gears and talk about something that happened a long time ago.

Teach

Reading Skill

1

Recognize Author's Purpose

Chronological order

Literary Element

2

Description It compares the emperor's unstoppable conquests to a hungry silkworm's appetite.

Cultural History

Mercury Mercury poisoning may have contributed to the emperor's death. Mercury poisoning occurs when mercury is inhaled or ingested. Because Qin was taking mercury for a while, he probably suffered from chronic poisoning. The symptoms would include weight loss, appetite loss, depression, personality changes, pain, and tremors in parts of the body. If he was taking mercurous chloride—a compound of mercury—he may have suffered from a rash, fever, and enlarged spleen.



The Quest for Immortality

- 1** Before the time of Qin Shihuang, who lived from 259 to 210 B.C., there was no China. Instead, there were seven separate kingdoms, each with its own language, currency,⁴ and ruler. For hundreds of years they had been fighting one another. The kingdom of Qin was the fiercest; soldiers received their pay only after they had presented their generals with the cut-off heads of enemy warriors. By 221 B.C. the ruler of the Qin kingdom had “eaten up his neighbors like a silkworm devouring a leaf,” according to an ancient **historian**. The name China comes from Qin.
- 2**

The king of Qin now ruled over an immense empire—around one million square miles that stretched north and west to the Gobi desert, south to present-day Vietnam, and east to the Yellow Sea. To the people of the time, this was the entire **civilized** world. Not for another hundred years would the Chinese know that empires existed beyond their boundaries. To the ruler of Qin, being called king

Recognize Author's Purpose

Purpose In what order is the author organizing the information?

Description What two things does the simile in the quotation compare?

⁴ **Currency** is the medium of exchange, or money.

Vocabulary

historian (his tōr'ē ən) *n.* one who writes a history or about history

civilized (siv'ə līzəd) *adj.* advanced beyond that which is primitive or savage

Writing Practice

Simile Write the line *eaten up his neighbors like a silkworm devouring a leaf* on the board.

Ask: **What figure of speech does this line contain?** (*It contains a simile because it makes a comparison using “like.”*) Explain that a simile helps readers picture something unfamiliar by comparing it to something more familiar. In this case, the emperor of China

taking over parts of the country is compared to the more common sight of a silkworm eating a leaf. Have students practice writing their own similes. Ask them to compare their bedrooms or their lockers to something that other students would be more familiar with. Have volunteers share their similes.

Teach

Reading Skill

3

Recognize Author's Purpose A medicine is considered beneficial, but in this case, the substances actually may have caused the emperor's death.

was no longer grand enough. He wanted a title that no one else had ever had before. What he chose was Qin Shihuang. This means “first emperor, God in Heaven, and Almighty of the Universe” all rolled into one.

But no title, however superhuman it sounded, could protect him from what he feared most—dying. More than anything, the emperor wanted to live forever. According to legend, a magic elixir⁵ had granted **eternal** life to the people of the mythical Eastern Islands. Over the years, the emperor sent expeditions out to sea in search of the islands and the magic potion. But each time they came back empty-handed.

If he couldn't live forever, then Qin Shihuang was determined to live as long as possible. He ate powdered jade and drank mercury⁶ in the belief that they would prolong his life. In fact, these “medicines” were poison and may have caused the emperor to fall sick and die while on a tour of the easternmost outposts of his empire. He was forty-nine years old.

If word of Qin Shihuang's death got out while he was away from the capital there might be a revolt.⁷ So his ministers kept the news a secret. With the emperor's body inside his chariot, the entire party traveled back to the capital city. Meals were brought into the emperor's chariot; daily reports on affairs of state were delivered as usual—all to keep up the appearance that the emperor was alive and well. However, it was summer, and a terrible smell began to come from the chariot. But the clever ministers found a way to account for the stench. A cart was loaded with smelly salted fish and made to **precede** the chariot,

3 Recognize Author's Purpose Why has the author placed the word *medicines* in quotation marks?

⁵ Today the word **elixir** usually refers to a drinkable substance that contains medicine. Long ago, some people believed that certain elixirs had the ability to extend life forever.

⁶ **Jade** is a green gemstone often used for making jewelry. **Mercury** is a silver-colored metal.

⁷ A **revolt** is a violent rebellion against those in charge.

Vocabulary

eternal (i turn'əl) *adj.* existing throughout all time

precede (pri sēd') *v.* to go or come before or ahead of

The Emperor's Silent Army: Terracotta Warriors of Ancient China 205

English Learners

DIFFERENTIATED INSTRUCTION



Intermediate English learners may find some of the words in these sections challenging. Have students pair up. Write the words *fiercest*, *immense*, *superhuman*, *elixir*, and *expedition* on the board. Ask pairs to look these words up in a dictionary and write a sentence using each of them correctly. Review their work for accuracy and ask several pairs to share their sentences with the class.

UNIT TWO

Teach

Literary Element

1

Description *Overpowering, masking, and foul odors* appeal to the sense of smell.

Reading Skill

2

Recognize Author's Purpose The dead person could live comfortably in the afterlife with worldly goods.

Teaching Note

African American Vernacular English

Possessives can sometimes be confusing for students. Remind them that when the noun is singular, they add 's to the end of the word to show that it possesses the object after it. Without that 's, the sentence is grammatically incorrect. For example, you would say "the emperor's tomb," not "the emperor tomb."

1

overpowering and masking any foul odors coming from the dead emperor. And so Qin Shihuang returned to the capital for burial.

The tomb⁸ of Qin Shihuang had been under construction for more than thirty years. It was begun when he was a young boy of thirteen and was still not finished when he died. Even incomplete, the emperor's tomb was enormous, larger than his largest palace. According to legend, it had a domed ceiling inlaid with clusters of pearls to represent the sun, moon, and stars. Below was a gigantic relief map⁹ of the world, made from bronze. Bronze hills and mountains rose up from the floor, with rivers of mercury flowing into a mercury sea. Along the banks of the rivers were models of the emperor's palaces and cities, all exact replicas¹⁰ of the real ones.

2

In ancient times, the Chinese believed that life after death was not so very different from life on earth. The soul of a dead person could continue to enjoy all the pleasures of everyday life. So people who were rich enough constructed elaborate underground tombs filled with silk robes, jewelry with precious stones, furniture, games, boats, chariots—everything the dead person could possibly need or want.

Qin Shihuang knew that grave robbers would try their best to loot the treasures in his tomb. So he had machines put inside the tomb that produced the rumble of thunder to scare off intruders, and mechanical crossbows at the entrance were set to fire arrows **automatically** should anyone dare trespass.¹¹ The emperor also made certain that the workers who carried his coffin in to its final resting place never revealed its exact whereabouts. As the men worked their way back through the tunnels to the tomb's entrance, a stone door came crashing down, and they were

⁸ A **tomb** is a room where a dead body is placed for burial.

⁹ A **relief map** shows the physical features of an area of land.

¹⁰ **Replicas** are copies.

¹¹ **Trespass** means "to enter without permission."

Vocabulary

automatically (ô tə mat'ik lē) *adv.* self-regulating; mechanically

Description To what sense is this appealing? How do you know?

Recognize Author's Purpose How does this explain the emperor's tomb?

Reading Practice



Main Idea Remind students that the main idea of a paragraph or of a selection tells you what point the author wants to make. Usually, the rest of the paragraph or selection provides details that support, prove, or illustrate that main idea. Effective readers try to determine the main idea as they read to

make sense of the text. Have students reread the paragraph about the emperor's death while he was away from the capital. **Ask:** **What is the main idea of this paragraph? What details in the paragraph support this main idea?** (The main idea is that the ministers went through a lot of work to make sure news

of the emperor's death did not get out before he returned to the capital. Supporting details include the use of the fish cart to hide the smell of his body and the continuation of having meals brought to the emperor.)

Teach

BQ BIG Question

Students may say he thinks a lot of himself and goes to great measures, even after death, to protect himself and his possessions

Writer's Technique

Comparisons To make a point, writers sometimes compare or contrast ideas. Usually, one of these ideas or elements will be better known to readers than the other. In this selection, the author chooses to compare practices in ancient China to those in ancient Egypt. Have students read through the selection and identify similar comparisons. Discuss the comparisons as a class.

left to die, sealed inside the tomb along with the body of the emperor.

Even all these measures, however, were not enough to satisfy the emperor. And so, less than a mile from the tomb, in underground trenches,¹² the terracotta warriors were stationed. Just as flesh-and-blood troops had protected him during his lifetime, the terracotta troops were there to protect their ruler against any enemy for all eternity.

Inside the Emperor's Tomb

What exactly is the terracotta army guarding so steadfastly?¹³ What, besides the body of the dead emperor, is inside the tomb? The answer is that nobody knows. And the government of China has no plans at present to excavate¹⁴ and find out.

In ancient China it was the custom to build a natural-looking hill on top of a person's tomb. The more important a person was, the bigger the hill. Thousands of years of

BQ BIG Question

What does this tell you about the emperor?

The body of the emperor, which has never been uncovered, may wear a jade funeral suit like this one found in the tomb of a Chinese princess from the late second century.



¹² Here, **trenches** are long, narrow ditches used to protect soldiers during a battle.

¹³ **Steadfastly** means "faithfully."

¹⁴ **Excavate** means "to remove by digging."

The Emperor's Silent Army: Terracotta Warriors of Ancient China 207

Approaching Level

DIFFERENTIATED INSTRUCTION

Emerging Students may have difficulty understanding the character traits of the emperor. Remind students that to understand a character, whether fictional or nonfictional, they should look at all of the characteristics he or she exhibits. Encourage students to make a list of these traits so they can review and analyze them more easily.

UNIT TWO

Teach

Literary Element

1

Description Since students probably know something about the Great Pyramids, making the comparison helps them realize the wonder of the mound's original height.

BQ BIG Question

The emperor lived extravagantly and powerfully in life, so he would expect extraordinary preparations at his death.

Reading Skill

2

Recognize Author's Purpose The author wants readers to be curious and interested in the contents of the tomb.

Literary History

Historical Tombs The description of the interior of the emperor's tomb may have been based on history written by Ssu-ma Ch'ien. By the end of the 2nd century, he had written the first complete history of China, known as the *Shih-chi*, or "Historical Records." In his description of the building of the tomb, he says, "Artisans were ordered to install mechanically triggered crossbows set to shoot any intruder."

To check students' understanding of the selection, see Unit 2 Teaching Resources, pp. 86–87.

1

harsh weather have worn down the emperor's mound; originally it was four hundred feet high, almost as high as the biggest of the three Great Pyramids in Egypt.

Like the ancient Egyptians, the ancient Chinese believed that the body of a dead person should be preserved as a "home" for the soul. However, the Chinese did not make a person's body into a **mummy**. They believed that jade had magic powers, among them the ability to keep a dead body from decaying. In Chinese tombs from the first century B.C., bodies of noblemen and princesses have been found wearing entire suits of jade. It is believed that Qin Shihuang is buried in just such a suit, the thousands of small tiles all beautifully carved and sewn together with gold thread. And over this jade burial outfit, his body is supposedly covered in a blanket of pearls.

As for all the things placed with the emperor, certainly they must be grand beyond imagining—silk robes embroidered with dragons, gem-encrusted crowns and jewelry, musical instruments, hand-carved furniture, lamps, beautiful dishes, cooking pots, and golden utensils. Like the pharaohs of ancient Egypt, the first emperor would have made certain that he had everything he might possibly want in the afterlife. But unless his tomb is excavated, what these treasures look like will remain a mystery. 🏺

2



208 UNIT 2 Why Read?

Reading Practice

Time Line Students may find it difficult to keep track of the events in a selection, particularly a lengthy one. Encourage students to create a time line of the events in the story to help them understand it better. Sometimes that time line will not be linear. In this selection, for example, the story begins more recently than it ends because the author introduces the discovery

of the terracotta soldiers then provides historic background about their creation.

Description How does the comparison help you picture the mound?

Visual Vocabulary

A **mummy** is a dead body that has been preserved and prepared for burial. The ancient Egyptians often wrapped mummies in bandages.



Recognize Author's Purpose What does the author want the reader to feel?

After You Read

Assess

For additional assessment, see Assessment Resources, pp. 63–64.

Respond and Think Critically

Possible answers:

- The emperor's tomb was under construction for more than thirty years. He put in machines to scare intruders and had workers entombed with him, so they could never tell the tomb's location. He ordered the construction of terracotta soldiers to stand guard.
- They tell us about ancient Chinese culture. They are considered a wonder of the ancient world.
- The government may not want to disturb the remains, or they may not value the excavation enough to finance the digging.
- Students may say the descriptions of the terracotta army and the contents of the emperor's tomb are most important.
- The main purpose is to inform readers about the terracotta soldiers and the first emperor of China. A secondary purpose is to entertain readers.
- Some students may say that he would disapprove of the excavation since he wanted to keep intruders out. Others may say he would enjoy having others see his grandeur.

Vocabulary Practice

- historian
- breakfast
- blender
- lawful
- everlasting

After You Read

Respond and Think Critically

- In your own words, explain the extravagant measures Qin Shihuang took to protect himself after death. **[Paraphrase]**
- Why are the terracotta soldiers a significant discovery? **[Interpret]**
- What might be some reasons that the Chinese government has no plans to excavate Qin Shihuang's tomb? **[Infer]**
- Literary Element Description** Which descriptions are most valuable to understanding the text? **[Evaluate]**
- Reading Skill Recognize Author's Purpose** What do you think was the author's purpose for writing this article? Explain your answer. **[Analyze]**
- BQ BIG Question** From what you have learned about Qin Shihuang, would he approve of having his tomb excavated? **[Conclude]**

Vocabulary Practice

Respond to these questions.

- If you needed factual information about World War I, would you read a book written by a **historian** or a fiction writer?
- Which meal usually **precedes** lunch—breakfast or dinner?
- Which runs **automatically**—a handheld spoon or a blender?
- Which word describes a **civilized** country—lawless or lawful?
- Which word describes **eternal** life—everlasting or short?

Writing

Write a Letter Imagine that you were one of the people who discovered the terracotta soldiers. Write a letter to a government official to inform the official about what you found. Use a formal tone for your letter and include only the most important details. Start with an introduction to explain why you are writing. Develop your main points in the body of the letter. End with a conclusion. Be sure to follow the form for a business letter, which includes a heading, an inside address, a salutation followed by a colon, a body, and a signature. See the Writing Handbook at the back of this book for guidelines on writing a business letter. Whether you type or handwrite your letter, it should have a neat appearance.

TIP

Paraphrasing

Here are some tips to help you paraphrase. Remember that when you paraphrase, you retell what you read in your own words.

- Skim the section called "The Quest for Immortality."
- Find specific details and reread them carefully.
- Look away from the book and retell the main ideas in your own words.

FOLDABLES Study Organizer Keep track of your ideas about the **BIG Question** in your unit Foldable.

Literature Online

Selection Resources

For Selection Quizzes, eFlashcards, and Reading-Writing Connection activities, go to glencoe.com and enter QuickPass code GL19756u2.

The Emperor's Silent Army: Terracotta Warriors of Ancient China 209

Progress Check

Can students comprehend vocabulary?

If...fewer than 2 answers are correct

Then... Glencoe Interactive Vocabulary CD-ROM.

Writing

Write a Letter Students should include a heading, an inside address, a greeting, introduction, body, conclusion, and signature and use important details and descriptions to explain the discovery.

Before You Read

Focus

Bellringer Options

Daily Language Practice Transparency 40

Or share the weather forecast for the area and several other locations around the world.

Ask: **Why is the weather so different in all of these locations?**

Ask students to write down their own ideas about why weather is so different from place to place. Have students volunteer to share their ideas with the rest of the class.

Vocabulary

Have students read the vocabulary words. **Ask:** **Would a desert have low or high humidity?** (*low humidity, because a desert is dry*) **If you're deciding what to eat for lunch, what might be a factor in that decision?** (*Students may suggest cost, hunger, convenience, nutrition, or taste.*) **Can someone absorb a lesson?** (*Yes, because you take it in and retain it.*) **What objects have an axis?** (*Students may mention car and bicycle wheels, satellites, weather vanes, etc.*)

Before You Read

Climate

Connect to the Textbook Lesson

Have you ever wondered why the weather is different from place to place? How would you describe the weather where you live? Is it the same all year, or does it change with the seasons?

QuickWrite Freewrite for a few minutes about the type of climate in which you would like to live. What would the weather be like? Why would you want to live there?



Build Background

Earth's rotation creates a climate that changes from place to place.

- The equator is an imaginary line that divides Earth halfway between the North and South poles.
- The closer you live to the equator, the warmer the climate will be.
- The amount of solar energy an area receives affects its climate.

Vocabulary

humidity (hū mid' ə tē) *n.* moisture or dampness, especially of the atmosphere (p. 212). *The laundry hanging on the clothesline felt damp from the humidity.*

factor (fak' tər) *n.* one of several things that brings about a result (p. 213). *The heavy rain was a factor in canceling the game.*

absorbs (ab sōrbz') *v.* takes in and retains energy (p. 214). *A healthy plant absorbs sunlight.*

axis (ak' sis) *n.* a straight line passing through an object or a body around which the object or body rotates or seems to rotate (p. 214). *One complete rotation of Earth on its axis takes 24 hours.*

210 UNIT 2 Why Read?

Approaching Level

DIFFERENTIATED INSTRUCTION

Vocabulary Preteaching Show students two dry sponges and a bowl of water. Dip one sponge in the water. **Say:** **What is the sponge doing to the water?** (*absorbing it*) **Which sponge has greater humidity?** (*the wet one*) **Which sponge can take in more moisture now?** (*the dry one*) **When you**

thought about that question, what ideas were factors in your answer? (*Students may say they thought about the relative amounts of water in each sponge.*) Give a student the dry sponge, and ask him or her to demonstrate how it would rotate on an axis.

English Learners

DIFFERENTIATED INSTRUCTION

Vocabulary Preteaching Read the following statements aloud and have students decide whether they are true or false. Give students time to write down their answer to each statement.

The *humidity* is high when the air feels very dry. (false)

A solar panel *absorbs* energy from the sun and changes it into electricity. (true)

One *factor* that led to the business owner's success was hard work. (true)

A baseball spins on its *axis*. (false)

Set Purposes for Reading

BQ BIG Question

As you read, ask yourself, what can I learn about the world by reading a textbook lesson?

Literary Element Text Features

When you see a page of informational text, you first notice its **text features**, or special ways of presenting information. Text features include titles, heads, subheads, and graphics. **Titles** usually appear in large type and tell you what the text will be about. **Heads** emphasize the main points, and **subheads** often break down the information further. **Graphics**, including photos, drawings, maps, charts, and graphs, present information visually.

Text features break up large blocks of text into sections that are easier to read. You can use the features to help you find information quickly.

As you read, ask yourself, how do text features make the information in this science lesson easier to understand?

Reading Skill Analyze Text Structure

Writers organize their ideas in a way that fits their purpose. That pattern of organization is called **text structure**. One kind of text structure is **order of importance**. The writer arranges ideas from most important to least important—or the other way around. For example, a typical news article has a structure that goes from most important to least important.

Analyzing text structure involves recognizing the pattern or organization the author uses. This can help you locate and recall key information.

To **analyze order-of-importance text structure**, pay attention to

- the first few paragraphs, which often include the main idea
- the sequence in which events or ideas are presented
- signal words and phrases, such as *principal*, *central*, and *important*

You may find it helpful to use a graphic organizer like the one below. List important information in the order in which it appears in the text.

Climate

I. What Is Climate?

A. What Causes Different Climates?

- 1.
- 2.

B. Local Effects on Climate

- 1.
- 2.

Learning Objectives

For pages 210–217

In studying this text, you will focus on the following objectives:

Literary Study: Identifying text features.

Reading: Analyzing text structure.

TRY IT

Analyze Text Structure Read the first few paragraphs of a magazine article and try to determine the main idea. Then read the remainder of the article. If the text supports the idea in the first few paragraphs, the article uses order-of-importance text structure.

Before You Read

Focus

Summary

This informational selection explains what causes climate differences around the world. Major causes of climate differences include an area's amount of sunlight and proximity to oceans, mountains, and cities. Climates have changed in the past. They may be changing now because of an increase in atmospheric carbon dioxide caused by activities such as the burning of fossil fuel. Some scientists predict this change may have catastrophic results.



For summaries in languages other than English, see Unit 2 Teaching Resources, pp. 88–93.

Literary Element

Text Features To help students answer the question, flip through the pages of the selection and point out text features, such as the graphics.

Reading Skill

Analyze Text Structure Read a short newspaper article to the class. Ask students to write the main points from the article on the board and discuss how they are organized.

TRY IT

Most magazine and newspaper articles are written with order-of-importance organization.

Climate 211

English Learners

DIFFERENTIATED INSTRUCTION



Intermediate Divide students into small groups. Give each group a copy of a newspaper, a magazine, and a textbook. Give the groups a chance to look over the materials. Ask students to make a list of differences between the three types of informational

materials. Have the groups share their responses and write the most appropriate answers on the board. Have students keep these differences in mind as they read the selection.

Teach

Literary Element

1

Text Features The section will explain climate. Other headers will contain key words or ideas.

For additional literary element practice, see Unit 2 Teaching Resources, p. 94.

BQ BIG Question

Answers will vary, but students should use the map to indicate either tropical, mild, temperate, or subarctic.

Language History

Word Origins *Precipitation* did not always refer to rain or snow. In 1502, the word was first used to mean “sudden haste.” The word’s origins date back to a Latin word which referred to “falling headlong.” More than a century later, the word’s meaning changed to “falling from a height.” Our current usage of *precipitation* dates back to 1675. **Ask:** How do the word’s earlier meanings relate to its modern meaning? (*Rain and snow fall quickly from above.*)

For an audio recording of this selection, use Listening Library Audio CD-ROM.

Readability Scores

Dale-Chall: 7.4
DRP: 61
Lexile: 870

Climate

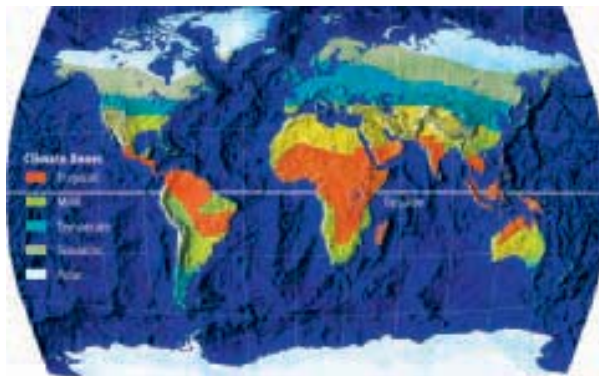
1 What Is Climate?

You’ve probably noticed that the weather in other parts of the country is different from where you live. If you could see a map of the world’s weather, you’d see even greater differences. Some parts of the world always seem rainy. Others are cold every winter. Figure 18-15 shows different patterns of climate (klī’ mīt). Climate is the pattern of weather that occurs in a particular area over many years. To determine the climate of a region, scientists figure out the average weather conditions over a period of 30 years or more. They look at the average temperature, precipitation, air pressure,¹ **humidity**, and the number of days of sunshine in each area.

¹ **Precipitation** is any form of water that falls to Earth, such as rain, snow, and hail. **Air pressure** is caused by gravity. It is the weight of the air around Earth pressing down on Earth’s surface.

Vocabulary

humidity (hū mid’ə tē) *n.* moisture or dampness, especially of the atmosphere



Text Features What do you think this section will explain? How do you predict other headers will help you find information?

BQ BIG Question

Look at Figure 18-15. What type of climate does your area have? What do you learn about the world by studying this type of information?

Figure 18-15
There are five main types of climate: polar, subarctic, temperate, mild, and tropical. What type of climate does your area have?

212 UNIT 2 Why Read?

Research Practice

Use Sources Divide the class into several small groups. Assign each one a different climate area mentioned in the selection: tropical, temperate, polar, and subarctic. Have each group use the Internet to locate information on the characteristics of that climate and examples of countries in those climate regions. Ask each group to share the results of its research with the rest of the class.

What Causes Different Climates?

Different parts of Earth receive different amounts of sunlight. The areas nearest the equator receive the most sunlight. They have a tropical climate with warm to hot temperatures year-round. Polar climates are found near the poles, where sunlight strikes Earth at a low angle. These places can get very cold. Some are always covered in ice. Subarctic, temperate (tem' pər it), and mild climates lie between the tropics and the poles. Temperatures in these areas vary, but on average, they are not as hot as tropical climates and not as cold as polar climates. Is location the only **factor** that affects climate? No. Oceans, mountains, wind patterns, and even large cities can affect local climate.

Local Effects on Climate

Imagine you're at the beach on a summer day. You take a moment to enjoy the cool, refreshing breeze that blows in from the ocean. Ocean winds and ocean currents² affect the climate along the coasts. These areas are often cooler in the summer and warmer in the winter than areas located just a short distance inland.

As Figure 18-16 shows, mountains also affect local climate. On the side of the mountain that faces the wind, the climate is generally cool and wet. That's because air

² **Currents** are the flow of water in a certain direction.

Vocabulary

factor (fak' tər) *n.* one of several things that brings about a result



Text Features Look at Figure 18-16. What is the purpose of the arrow? How does this graphic help you understand the way mountains affect local climate?

2

Figure 18-16
The climate on the side of the mountain that faces away from the wind is generally dry and hot. *Why?*

Climate 213

UNIT TWO

Teach

Literary Element

2

Text Features The arrow indicates the direction and flow of the wind over the mountain. It also shows the air changing from moist to dry.

Teaching Note

African American Vernacular English

Remind students to make nouns plural when they refer to multiple people or things. For example, the noun *others* in "Others are cold every winter" is referring to multiple locations, so it must be plural and needs an -s. Saying "Other are cold" would not be correct. Remind students to pay attention to plural nouns when they are speaking.

Approaching Level

DIFFERENTIATED INSTRUCTION

Emerging Students may have a difficult time keeping track of the information in each section. Encourage them to make an outline of the material so they can review the main points more easily. Begin an example outline on the board. Label the first Roman numeral "Causes of climate differences." Follow that with "A. Different amounts of sunlight" and "B. Mountains, oceans, and cities."

English Learners

DIFFERENTIATED INSTRUCTION

Advanced Students may be unfamiliar with terms such as *subarctic* and *temperate*. Write a list of climate-related words from the selection, including *polar*, *tropics*, and *precipitation*. Have students find these words in a dictionary and create a glossary of terms for the selection, including each word's definition.

Teach

Literary Element

1

Text Features The photograph shows what a glacier looks like. The photograph also shows a glacier's size and location.

Cultural History

Global Warming In 2006, former Vice President Al Gore brought the issue of global warming and its impact on the Earth to many people with his book and documentary, both called *An Inconvenient Truth*. The documentary won an Academy Award. Gore was no stranger to environmental issues. In 1992, he wrote *Earth in the Balance*, which urged the government to protect the environment.

cools as it moves up the mountain. As it cools, it drops its moisture as rain or snow. By the time the air reaches the top of the mountain, it is dry. The dry air continues over the mountain, heating up as it goes down the side of the mountain that faces away from the wind.

Cities can affect climate, too, especially in the summer. If you've ever walked barefoot on a hot street, you know that the street **absorbs** heat. So do parking lots and buildings. Some of the heat they absorb is sent back into the surrounding air. That makes the air in a city hotter.

Location, oceans, mountains, cities—now you know the things that cause different climates. Do climates of regions ever change? They have in the past. Some people think they might change again in the future.

Climate Changes

Look at Figure 18-17. About 20,000 years ago huge sheets of ice called glaciers covered much of Canada and parts of the United States. What caused this type of climate change? Scientists are not sure. Some think that the tilt of Earth's **axis** or the path of Earth's orbit may change over a long period of time. Others think that a huge

Vocabulary

absorbs (ab sŏrbz') *v.* takes in and retains energy

axis (ak' sis) *n.* a straight line passing through an object or a body and around which the object or body rotates or seems to rotate

Text Features

How does the photograph help you understand what a glacier is?

1



Figure 18-17

This glacier in Argentina is similar to the ones that once covered large parts of North America.

214 UNIT 2 Why Read?

Writing Practice

Summary Explain to students that the selection is a summary of information and research on climate. Sometimes writers have to summarize information in this way because so much is available and because it can be difficult for people without a science

background to understand. Have students select a section from one of their other textbooks and write a short summary of the information. Remind students to include only the most important details and to explain terms clearly so readers can understand them.



Figure 18-18
Cutting down rain forests may increase the amount of carbon dioxide in the atmosphere. This, in turn, may lead to global warming.

volcanic eruption or a meteorite collision with Earth may have caused the climate change.

Some people think we're headed for another big climate change. But this time, the change will be caused by people, not by volcanoes or meteorites.

Will Earth's Climate Change Again?

Look at Figure 18-18. Some human activities, such as burning fossil fuels³ to produce electricity and cutting down rain forests for farmland, increase the amount of carbon dioxide in the atmosphere. Carbon dioxide traps heat in the atmosphere. When there's more carbon dioxide, more heat is trapped, so temperature increases around the world. An increase in temperatures all over the world is called global warming.

Effects of Global Warming

Scientists are not sure what the effects of global warming will be. Some think rising temperatures might cause ice caps to melt. This, in turn, could cause a sudden rise in sea level and flooding along coastal areas. Other scientists aren't convinced that global warming is a problem. All scientists, though, warn against tampering with Earth's climate. We can help protect Earth from harmful climate change by using less electricity and recycling products to reduce our use of fossil fuels. 🌱

³ **Fossil fuels** are fuels formed by animal or plant remains over millions of years.

BQ BIG Question

Why might people read an informational article about climate? Who do you think would need to know about climate and why?

2

Analyze Text Structure

Sometimes text that uses order-of-importance text structure also organizes information from general to specific. Does this lesson present information in this way? Why do you think this is so?

UNIT TWO

Teach

BQ BIG Question

People would read this type of article to learn more about climate. Because climate affects everyone, everyone should be interested in learning more about climate.

Reading Skill

2

Analyze Text Structure Yes. For example, the paragraph begins with the general statement that scientists are unsure of the consequences of global warming. Then the author discusses specific possibilities.



For additional reading skill or strategy practice, see Unit 2 Teaching Resources, p. 95.

English Learners

DIFFERENTIATED INSTRUCTION



Beginning Students may find it helpful to summarize sections of the text as they read. After each paragraph or section, stop and ask for volunteers to summarize the main ideas and details of the passage.

After You Read

Assess

Vocabulary Practice

1. A
2. B
3. A
4. A

Academic Vocabulary

Students may suggest that *global* means “worldwide.”

For additional assessment, see Assessment Resources, pp. 65–66.

Respond and Think Critically

Possible answers:

1. The five main types of climate are tropical, mild, temperate, subarctic, and polar.
2. The side of the mountain that faces the wind usually gets more precipitation because air cools as it moves upward and heats as it moves down the mountain. The cool air drops rain or snow.
3. Location, oceans, mountains, wind patterns, and large cities affect climate, as do some human activities.
4. Humans affect climate through activities such as burning fossil fuels and cutting down rain forests. This increases the amount of carbon dioxide in the atmosphere. Large cities absorb heat and send it back into the air, making it hotter.
5. Students may mention warmer winters, less snowfall, little rainfall, rising ocean waters, and more hurricanes and natural fires.

After You Read

Respond and Think Critically

1. List the five main types of climate. [Identify]
2. Why does one side of a mountain usually get more precipitation than the other side? [Recall]
3. What causes different climates? [Summarize]
4. How do humans affect climate? Support your answer with reasons and examples from the text. [Analyze]
5. Scientists have mixed opinions about the effects of global warming. How might global warming affect the region where you live? [Evaluate]
6. **BQ** **BIG Question** Why are textbooks and other informational books important? [Conclude]

Vocabulary Practice

Choose the sentence that uses the vocabulary word correctly.

1. **A.** Lack of experience was a **factor**, but it was not the only reason that Tom lost the election.
B. Tom lost the election because the voters didn't like his **factor**.
2. **A.** When I looked outside and saw a **humidity**, I knew it would be a hot day.
B. As soon as I stepped outside, I could feel the heat and **humidity**.
3. **A.** The globe is tilted to show Earth on its **axis**.
B. The globe shows an **axis** running around the edge of the world.
4. **A.** The pavement is hot because it **absorbs** the sun's heat.
B. Rain **absorbs** the sidewalk during a storm.

Academic Vocabulary

An increase in temperatures all over the world is called **global** warming. Using context clues, try to figure out the meaning of the word *global* in the preceding sentence. Check your answer in a dictionary or textbook.

TIP

Analyzing

To answer question 4, try the following tips:

- Scan the text for key words and phrases that tell which factors affect climate. Ask yourself, which of these factors do humans control?
- Look at the title, heads, and graphics. What do they reveal about the effect humans have on climate?

FOLDABLES Study Organizer Keep track of your ideas about the **BIG Question** in your unit Foldable.

Literature Online

Selection Resources
For Selection Quizzes, eFlashcards, and Reading-Writing Connection activities, go to glencoe.com and enter QuickPass code GL19756u2.

216 UNIT 2 Why Read?

6. Students are likely to say that textbooks and informational books help people learn about the world. The books provide information that people need to gain knowledge, become better at something, or make good choices.

For grammar practice, see Unit 2 Teaching Resources, p. 98.

Progress Check

Can students comprehend vocabulary?

If...fewer than 2 answers are correct

Then... Glencoe Interactive Vocabulary CD-ROM.

Literary Element Text Features

1. How do the heads help organize the information in the text? What information do you find under each subhead?
2. Choose one of the graphics and explain how it affects your understanding of the text.

Review: Author's Purpose

As you learned on page 163, an **author's purpose** is the author's intention in a particular work. Authors have many different reasons for writing: to entertain, to inform, to persuade, to express emotions. To understand the author's purpose, ask yourself the following questions:

- What is the genre, or type of literary work? This can give you a hint about the author's purpose. For example, editorials are often written to persuade.
 - Who is the intended audience? Authors usually tailor their purpose to their readers.
3. Identify the textbook writer's purpose. How well do you think the writer succeeds in accomplishing that purpose? Explain your answer.

Reading Skill Analyze Text Structure

4. What is the most important factor that causes different climates? Where is this information located in the text?
5. Why did the writer place the section entitled "Effects of Global Warming" at the end of the lesson? What do you think would be the focus of the lesson if the writer had placed this section at the beginning?

Grammar Link

Future Tense There are two ways to show that an action will happen in the future. First, you can use the word *will* as a helping verb with the present tense of the main verb.

I **will read** more about climate to see how my actions affect it.

Second, you can use *going to* with *am*, *is*, or *are* along with the present tense of the main verb.

I **am going to read** more about climate to see how my actions affect it.

You also can use *not* or *never* with either of these phrases.

I **will never read** more about climate to see how my actions affect it.

I **am never going to read** more about climate to see how my actions affect it.

Practice Look back at the selection you read about climate. Find five verb phrases in the text. On a separate sheet of paper, rewrite them using the future tense.

Research and Report

Internet Connection Use the Internet to find an article about global warming. Use a reliable site such as an educational or a government site. These Web addresses will end in *.edu* or *.gov*. Take notes on what each paragraph says about global warming and its effects. Organize your notes into a graphic organizer like the one below.

Effects of Global Warming

1. _____
2. _____
3. _____
4. _____

Climate 217

Grammar Link

Possible answers: scientists figure out/scientists will figure out areas nearest the equator; receive/ areas nearest the equator will receive; you take a moment/you will take a moment; the street absorbs heat/the street will absorb heat heat; is trapped/heat will be trapped

Research and Report

Internet Connection Reports will vary but should follow the text structure of cause and effect. Students should show evidence of reliable Internet research and should have notes that reflect the sources. Students should have completed the graphic organizer.

After You Read

Assess

Respond and Think Critically

Literary Element

Possible answers:

1. The subheads help organize the text by breaking it down into specific points. The information under each subhead answers the question asked in the subhead or gives details about the subject introduced by the subhead.
2. Students may say that the diagram of the air traveling over the mountain helps them visualize why the side of the mountain that faces the wind receives rain and snow while the other side is dry.
3. The author's purpose is to inform. The author explains what causes climate differences and how humans may also influence climate change.

Reading Skill

4. Location on the planet is the most important factor in determining an area's climate. This information is presented first because the selection is organized in the order of importance.
5. Global warming is a specialized topic, and this author desires to keep the information more general as climate. If the author had placed "Effects of Global Warming" first, that topic would have been the focus of the discussion.

Genre Focus: Informational Text

Bellringer Options

Daily Language Practice Transparency 41

Or ask students to think of the different kinds of information they need every day, such as an after-school activity schedule or a phone number. **Ask:** *Where do you find this information?* Have students list their information sources, and point out that most or all of them are examples of informational text.

Teach

Literary Elements

Text Features Point out a few text features of informational texts:

- A Web page often has a menu at the top or side to help readers navigate the site. Highlighted or underlined phrases serve as links to other pages or sites.
- A magazine or newspaper article may include a headline, a deck (or subtitle), and paragraphs introduced by subheadings.

Have students look at a newspaper or Web site and identify text features.

Learning Objectives

For pages 218–219

On these pages, you will focus on the following objectives:

Literary Study: Analyzing text structure.

Reading: Evaluating text structure.

Genre Focus: Informational Text

Informational text is nonfiction writing that presents facts and information. Writers use informational text when they want to explain or inform. Reading informational text can help you get news, learn how to make something, or find facts for a report.

Magazine, newspaper, and online articles are forms of informational text, as are flyers, product descriptions, and textbooks.

Literary Elements

Text Structure The organization of a piece of writing is its text structure. Most informational text is presented in a logical way to help readers understand it easily. Writers of informational text choose the kind of structure that best presents the information.

One common text structure is **sequence**, the order in which thoughts are arranged. Three common forms of sequence are **chronological order**, the order in which events take place; **spatial order**, the order in which to look at objects; and **order of importance**, going from the most important to the least important or the other way around.

Another kind of text structure is **cause and effect**. It explores events or actions and the reasons for them. **Problem-and-solution** structure states a problem and suggests how to solve it. **Comparison-and-contrast** structure shows the similarities and differences between people, things, and ideas.

Text Features In informational text, certain features can help readers understand the content and the author's purpose. **Titles**, also called **headlines**, appear in large type and tell the topic of the selection. **Heads** and **subheads** organize related groups of paragraphs.

Informational texts may include **boldface terms**, or words printed in dark type so they stand out.

Footnotes may appear at the bottom of a page to explain terms or phrases in the main text.

Graphics, which include photographs, diagrams, graphs, charts, maps, and illustrations, present information visually. A **caption** provides information about a graphic.

TRY IT

Using one of the graphic organizers on the next page, examine the organization of an informational text in this unit.

Reading Practice

Research Remind students to look for facts and details about a specific subject when they write a report. Brainstorm possible topics and write them on the board, or ask students to work with a partner to generate ideas. Tell them to gather facts about the topic from many reliable and authoritative sources. Encourage students to use Web sites that end in *.edu* or *.org* when they do Internet research. After they have gathered notes, tell them to begin organizing all of the information and to select

a main point to discuss in the research report. Writing an outline will help them arrange facts. Tell them to begin writing the report, including a topic sentence, or thesis, on which to focus the paper. Remind students that they should give credit to the authors whose ideas they have used within the paper and include a bibliography page. You may want students to refer to the pages at the back of the book for more information on writing a research paper.

Characteristics of the Genre

To better understand literary elements in informational text and how writers use literary elements to create effects and achieve their purposes, look at the examples in the graphic organizers below.

Outline: "Nobody's Perfect"

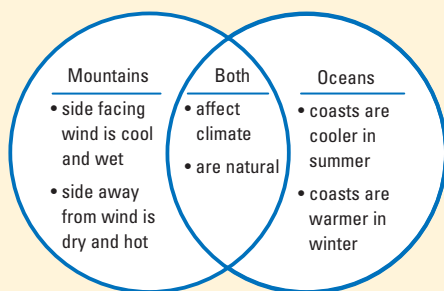
I. It's Not Over?

- A. Suzy Favor Hamilton, distance runner
- B. Track meet in Virginia
- C. Stopped before race was over

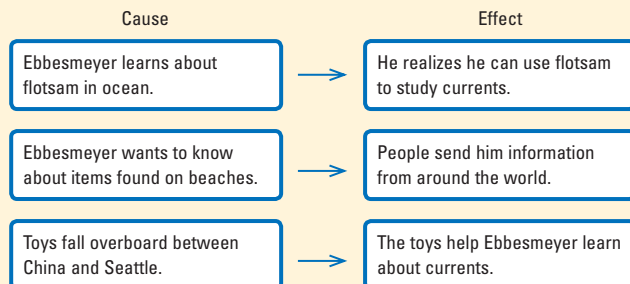
II. Somebody Get Brett!

- A. Brett Favre, Green Bay Packers
- B. 1992 game against Cincinnati
- C. Ran off the field before final kick

Venn Diagram: "Climate"



Cause-and-Effect Diagram: "Tracking Trash"



Genre Focus: Informational Text

Teach

Teaching Note

Venn Diagrams Remind students that Venn diagrams are used to compare and contrast two subjects. The subjects' unique characteristics go in the outer sections. The similarities they share go in the overlapping middle section. **Ask:** *What is being compared in the Venn diagram on this page? (mountains and oceans) What qualities do they have in common? (Both affect climate and are natural.)*

Reading Strategy

Skim and Scan Tell students that skimming and scanning can help them find what they need in an informational text. They can get a rough idea of what a selection is about by scanning for key words and phrases. To skim, they should read through something quickly to find its main idea or get a general overview.

English Learners

DIFFERENTIATED INSTRUCTION

Partners Intermediate Tell students that Web sites, magazines, and newspapers are types of informational media. Explain that media are ways of communicating with large groups. The word *media* is the plural form of *medium*. Remind students that plural nouns name more than one person, place, thing, or idea. The plurals of most nouns in English are

formed by adding *-s* or *-es*. Plurals formed by adding *-a* are unusual in English. *Data* (the plural of *datum*) is another plural that is formed by adding *-a*. Both *medium* and *datum* come from Latin. Give pairs of students a list of singular nouns. Have them work together to form the plural or each noun.

Vocabulary Workshop

Context Clues

Focus

Write on the board:

As a *meteorologist*, Sam studies weather patterns and predicts what the weather will be.

Ask a volunteer to read the sentence and define the word *meteorologist*. Point out that the word is defined by examples of what meteorologists do.

Teach

Teaching Note

Context Clues After the class studies the examples, ask students to point out words in “Climate” that are still confusing to them. Have the class identify context clues that indicate the meanings of the words.

Assess

1. soaks up
2. not reaching extremes; neither hot nor cold
3. events or conditions



For additional vocabulary practice, use Glencoe Interactive Vocabulary CD-ROM.

Learning Objectives

For page 220

In this workshop, you will focus on the following objective:

Vocabulary: Understanding context clues.

Tip

Test-Taking Tip To find context clues, look before and after an unfamiliar word for a definition, a synonym, an example, a contrast, or a restatement.

Vocabulary Terms When you read on your own, you can often figure out the meaning of a new word by looking at its context, the words and sentences that surround it.



Literature Online

Vocabulary For more vocabulary practice, go to glencoe.com and enter QuickPass code GL19756u2.

Vocabulary Workshop

Context Clues

Connection to Literature

“Imagine you’re at the beach on a summer day. You take a moment to enjoy the cool, refreshing breeze.”

—“Climate”

Context is the sentence or passage in which a word appears. Context often provides clues as to what an unfamiliar word means. Some **context clues** also can help you figure out shades of meaning between words. Compare the sentences above with this sentence: *At the shore, the bracing autumn breeze makes you feel alive.* The words *summer* and *autumn* are clues that help you see the shades of meaning between *refreshing* (cool) and *bracing* (cold).

Here are context clues for some other words from “Climate.”

Word	Context Clue	How the Clue Helps
factors	Oceans and wind patterns are two factors that affect climate.	provides examples
glaciers	Huge sheets of ice called glaciers covered much of Canada.	provides a definition
moisture	Some areas have a lot of moisture in the air, but other areas are very dry.	provides a contrast
polar	Polar climates can get very cold. Near the poles, some places are always covered in ice.	restates the idea

TRY IT: Use context clues to define the underlined words below.

1. Cities can feel hot because concrete absorbs, or soaks up, heat from the sun.
2. Never extremely hot or cold, the coast had a temperate climate.
3. Scientists study hurricanes, lightning strikes, droughts, and other weather phenomena.

220 UNIT 2 Why Read?

Vocabulary Practice

Shades of Meaning Explain to students that many synonyms have nearly identical meanings but that there are often subtle differences between them called “shades of meaning.” On this page they can see how *refreshing* and *bracing* are used in very similar contexts but have slightly different meanings. One of the best ways to get a feel for shades of meaning between different words is to see how they are used in context. Ask students to

use the context of the following sentences to figure out how the meanings of the words in boldface differ.

1. After walking through the fog, Jenny’s jacket was covered with **moisture**. The **dampness** in the air makes it feel much colder than on a dry, sunny day.
2. The gentle **breeze** that is blowing feels good on my face. The **wind** is making the windows shake.

3. Felix used a stick to **strike** the drum. Emmy didn’t mean to **knock** the vase over with her elbow. (*Moisture implies a more tangible wetness than dampness. Breeze is generally lighter than wind. To strike something is to aim to hit it, but to knock something over is to hit or push it accidentally so as to cause it to fall.*)

Exploring Traditions



Pinata Making in Chicago. Franklin McMahon.

BQ BIG Question Why Read?

The people pictured in the painting are creating piñatas—colorful containers often filled with candy, toys, or gifts. This tradition is common in Mexico and in many Latin American countries. How does the painting show the value of this activity? What activities would you like to explore that relate to the traditions of your family or culture?

English Learners

DIFFERENTIATED INSTRUCTION



Intermediate Have students form small groups and make a list of traditions that their families and/or cultures celebrate together. Ask students to discuss where and how their traditions began, if they know. **Ask:** *Are these family traditions or cultural ones? Do they involve large groups of people, small*

groups, or individuals? How are they similar to or different from the activity in the picture? Have students discuss these questions. After the small group discussions, ask each group to report on a few traditions they discussed.

Part 2: Exploring Traditions

Ask: *How does reading help you explore traditions?* (Some students may say that reading helps them learn about traditions that are common in other cultures. Other students may say that reading helps them better understand their own traditions.)

View the Art

Franklin McMahon (1921–) has been called an “artist-reporter” because he communicates details about culture, politics, and history through his paintings, which are on topics such as presidential elections, the American space program, and the Roman Catholic church. **Ask:** *How might this painting of a special tradition encourage reading?* (Some students may say that the painting piques their interest in the tradition of piñata making, so they may want to read more about it.)

BQ BIG Question

Students may say that the painting shows women of many different ages, perhaps an extended family of women, working together and enjoying themselves while creating the piñatas. The image is one of fellowship and creativity. Students may mention a variety of activities related to their families or cultures, such as specific holiday traditions, games, or crafts.



For additional support for English Learners, see Unit 2 Teaching Resources, p. 104.

Before You Read

Focus

Bellringer Options

Daily Language Practice Transparency 43

Or ask students what the phrase *the end of the world* means to them. Does it make them think of a comic-book event? A religious metaphor? A scientific fact? How do they think it might happen? Could it ever be prevented?

Summary

“The End of the World” is a Sioux origin tale. A big black dog prevents the end of the world by pulling quills from a blanket strip an old woman is making. If she ever finishes her work, the world will end.

For summaries in languages other than English, see Unit 2 Teaching Resources, pp. 105–110.

Literary Element

Oral Tradition Help students understand their own oral traditions. Have students tell a partner a family story that records the past or teaches traditions.

Literary Element Practice

Origin Tales The earliest people must have looked at the untamed world around them and wondered, “How did this world come to be?” “What makes the sun rise each day?” They made up stories that explained what they didn’t understand. Origin tales answer questions about how things began or how they came to be. Often the stories pass along a group’s values and show their view of the world.

Before You Read

The End of the World

Connect to the Myth

Think of something that you wonder about or don’t really understand.

Quickwrite Freewrite for a few minutes about your topic. Why is it important to you? Why do you want to understand it?

Build Background

Different categories of fiction have unique characteristics. Folktales, including **myths**, are traditional stories with unknown origins. Myths were passed down orally long before paper, pencils, or books were invented. A myth tells of extraordinary events from earlier times. It may explain some aspect of the natural world, human nature, or the beliefs and practices of a people. Some myths include gods, heroes, and supernatural events.

This myth is an **origin tale**. It explains something the earliest people saw, wondered about, or didn’t understand. An origin tale may answer questions about how things began or how they came to be. It passes along a group’s values and shows how things fit together in the group’s view of life.

Set Purposes for Reading

BQ BIG Question

As you read, ask yourself, do I understand why the Sioux tell this story?

Literary Element Oral Tradition

Oral tradition refers to stories, knowledge, customs, and beliefs that are passed on by word of mouth from one generation to the next. Many traditional stories within various cultures have been passed on in this manner.

Oral literature was a way of recording the past, glorifying leaders, and teaching morals and traditions to young people. Oral tradition has kept alive stories from the past that otherwise might have been forgotten.

As you read, ask yourself, why is this story important to the Sioux?

Learning Objectives

For pages 222–226

In studying this text, you will focus on the following objectives:

Literary Study:

Analyzing a myth.

Analyzing oral tradition.

Meet Jenny Leading Cloud



“The End of the World” is a tale that a Sioux woman named Jenny Leading Cloud told to authors and editors Richard Erdoes and Alfonso Ortiz. Their book, *American Indian Myths and Legends*, contains many tales Erdoes heard while he traveled as an artist to several reservations in the 1960s. Over a 25-year period, these two men collected dozens of tales from many different groups of Native Americans. The story told by Jenny Leading Cloud was published in 1984.

Literature Online

Author Search For more about Jenny Leading Cloud, go to glencoe.com and enter QuickPass code GL19756u2.

Ask: What values does “The End of the World” teach? (*Hard work and consistency make the world last forever.*) Have students think of other origin tales with which they are familiar. (*Students may mention Greek myths or the Book of Genesis.*)

The End of the World

Jenny Leading Cloud

Somewhere, at a place where the prairie and the Mako Sica, the badlands,¹ meet, there is a hidden cave. Not for many generations has anyone been able to find it. Even now, with so many cars and highways and tourists, no one has found this cave.

In the cave lives an old woman. She is so old that her face looks like a shriveled-up walnut. She is dressed in **rawhide**, the way people used to go around before the white people came to this country. She is sitting there—has been sitting there for a thousand years or more—working on a blanket strip for her buffalo robe. She is making that blanket strip out of dyed porcupine quills, the way our ancestors did before white traders brought glass beads to this turtle continent. Resting beside her, licking his paws, watching her all the time, is a Shunka Sapa, a huge black dog. His eyes never wander from the old woman whose teeth are worn flat, worn down to little stumps from using them to flatten numberless porcupine quills.

A few steps from where the old woman sits working on her blanket strip, a big fire is kept going. She lit this fire a thousand or more years ago and has kept it alive ever since. Over the fire hangs a big earthenware pot, the kind some Indian people used to make before the white man came with his kettles of iron. Inside the big pot, wojapi is

¹ A **badland** is a dry region that has numerous ridges and peaks cut by erosion, but little plant life; the **Badlands** is a region of South Dakota.

Visual Vocabulary

Rawhide is the untanned skin of cattle or other animals.



1

Oral Tradition

How do you know the story was passed on?

Teach

Literary Element

1

Oral Tradition The story's action occurred a thousand years ago, yet we know of it due to storytellers.



For additional literary element practice, see Unit 2 Teaching Resources, p. 111.

Writer's Technique

Imagery Say: Imagery is language that pays attention to sensory impressions to help the reader see, hear, feel, smell, and taste what the writer is describing. Have students point out imagery. (*The woman's teeth are worn flat; an earthenware pot is over the fire; the woman slowly hobbles to the pot; the black dog pulls the quills from the blanket strip.*)



For an audio recording of this selection, use Listening Library Audio CD-ROM.

Readability Scores

Dale-Chall: 4.7

DRP: 49

Lexile: 1060

The End of the World 223

English Learners

DIFFERENTIATED INSTRUCTION



Partners Intermediate Invite students to share myths—especially origin tales—from their native languages. Pair English learners with native English speakers. Have partners tell each other myths they know. Then have each pair choose a myth to present to the class.

Pairs may want to illustrate the myth, or to take turns speaking as they retell it. After students have presented, have the class discuss what is similar and different about origin tales across cultures.

UNIT TWO

Teach

Literary Element

1

Oral Tradition Students may say that natural forces in the world create unending work for the people.

BQ BIG Question

Readers learn the Sioux's traditional explanation for why the world does not end.

APPROACHING Ask: **Why might the Sioux tell this story?** (*This story explains how the Sioux lived and how they understood the world.*)

boiling and bubbling. Wojapi is berry soup. It is good and sweet and red. That wojapi has been boiling in that pot for a long time, ever since the fire was lit.

Every now and then the old woman gets up to stir the wojapi in the huge earthenware pot. She is so old and feeble² that it takes her a while to get up and hobble over to the fire. The moment the old woman's back is turned, the huge, black dog starts pulling out the porcupine quills from her blanket strip. This way, she never makes any progress, and her quillwork remains forever half finished. The Sioux people used to say that if the woman ever finished her blanket strip, in the very moment that she would thread the last porcupine quill to complete her design, the world would come to an end. 🐾

1



Oral Tradition What Sioux belief might the unfinished quillwork express?

BQ BIG Question

What can readers learn from this myth?

Watching the Pot Boil, A Cottage Interior.
John Frederick Lewis.
Victoria and Albert Museum, London.

² A **feeble** person lacks physical strength or is weak.

224 UNIT 2 Why Read?

Literary Element Practice

Figurative Language/Metaphor The metaphor of the quillwork figures prominently in "The End of the World." Have students identify the sentences in which the quillwork is mentioned.

Ask: **How is the quillwork described?** (*The quills are flat; the work is detailed and always unfinished.*) Ask: **How is the quillwork a**

metaphor for life on earth? (*It is always unfinished, always in process. When the process stops, life will end.*)

After You Read

Assess

For additional assessment, see Assessment Resources, pp. 67–68.

Respond and Think Critically

Possible Answers:

1. Every time she turns her back to stir the pot, the dog unravels the work she has done.
2. An old woman is making a blanket strip out of porcupine quills. She tends a boiling pot. When she gets up to stir the pot, a dog pulls quills from her work so her quillwork is never completed, even after a thousand years. If she ever finishes her work, the world will end.
3. Students should recall a time when something prevented them from completing a task and what they did as a result.
4. The old woman is making a buffalo robe and cooking, important tasks for everyday life. Her work is needed for life to continue.
5. The tone is serious, which matches the gravity of the topic.
6. The story teaches that living takes creativity and patience. It teaches a lesson about the continuity of life. Students may say these are valuable lessons because they instruct people on how to live productive lives.

Academic Vocabulary

Possible answer:

Definition: keeping up

Synonyms: maintaining; preserving

Antonyms: ridding, abandoning

Sentence: The hikers are sustaining their energy with water, nuts, and dried fruit.

After You Read

Respond and Think Critically

1. What prevents the old woman from finishing her work? [Recall]
2. Use your own words to retell the story. [Summarize]
3. Think about what prevents the old woman from completing her work. Has someone or something ever prevented you from finishing a task? What effect did it have? Explain your answer. [Connect]
4. Why do you think the storyteller presents the old woman doing ordinary tasks? [Infer]
5. The tone of a story shows an author's attitude toward the subject. Does the tone of this story match what the story is about? Support your answer. [Conclude]
6. **BQ** **BIG Question** What important lessons or values do you think the story tries to pass along? How important are these ideas? Explain your answer. [Evaluate]

Academic Vocabulary

In "The End of the World," the old woman has been **sustaining** the big fire for more than a thousand years.

In the preceding sentence, *sustaining* means "keeping up" or "keeping something going." To become more familiar with the word *sustaining*, complete a graphic organizer like the one below.

definition		synonyms	
sustaining			
antonyms		sentence/image	

TIP

Inferring

Here are some tips to help you to infer. Remember that authors may not always directly state what they want you to understand in a story. To infer, use reasoning and your experience to come up with an idea that is based on the clues and details given in the story.

- Skim the story to find the woman's ordinary tasks.
- Think about why these tasks are important to the storyteller.
- What might they represent to the Sioux?

FOLDABLES Study Organizer

Keep track of your ideas about the **BIG Question** in your unit Foldable.

Literature Online

Selection Resources

For Selection Quizzes, eFlashcards, and Reading-Writing Connection activities, go to glencoe.com and enter QuickPass code GL19756u2.

The End of the World 225

Writing Practice

PARTNERS **Summary** Ask students to write a summary of the myth. Remind students that a summary is a restatement of the main idea or theme of a work. When students have finished their summaries, have them write brief paragraphs to answer this question: Do you think the Sioux ever expected the blanket to be finished? Explain why.

Assess

Literary Element

1. The Sioux view time as unending.
There is a continuity of life and time that persists even though ways of life may change over the years.
2. Students may refer to her face, “a shriveled-up walnut.” They may also describe her teeth “worn flat, worn down to little stumps.”
3. The story gives the Sioux names *Mako Sica* for the badlands and *Shunka Sapa* for the black dog. Readers learn that the early Sioux dressed in rawhide, made blanket strips from porcupine quills, and used earthenware pots before the white man came. Readers also learn that wojapi is berry soup.
4. The story explains why the world has not ended.
5. Living takes creativity and patience, and there is value in everyday tasks and creative work.
6. Living well takes creativity and patience.
7. Natural forces in life create unending work.

Grammar Link

Possible irregular verbs: *found, came, brought, kept*.

Possible sentences: *I came to school early. I have come to school early.*

Listening and Speaking

Oral Report Oral reports will vary but should include information about the characters, setting, and plot. The report should be well organized and include information about the theme, an explanation of the myth, and suggestions about the culture that told it.

Literary Element Oral Tradition

1. What values does “The End of the World” teach?
2. What vivid images describe the old woman? Why do you suppose she is described this way?
3. How does the story pass on information about the Sioux?

Review: Theme

As you learned on page 75, **theme** is the message about life the author wants to share. The earliest people must have looked at the world around them and wondered, “How did this world come to be?” They made up stories that explained what they saw but didn’t understand. Origin tales are folktales that answer questions about how things began or how they came to be. Often, these stories pass along a group’s values and a key message.

4. What is this story explaining?
5. What beliefs, values, or practices are important to the theme?
6. What idea about life does the old woman best represent?
7. What idea about life does the dog best represent?

Grammar Link

Irregular Verbs All verbs have principal parts that are used to form the various tenses. Most verbs are **regular**. For example:

The old woman **lives** in a cave.
(base word)

She **lived** there long ago. (past)

In fact, she **has lived** there for more than a thousand years. (past participle)

The past and past participle of **irregular verbs** are not formed by simply adding *-ed* to the base form. For example:

Every now and then the old woman **gets** up to stir the wojapi in the huge earthenware pot. (base word)

She **got** up to stir the pot at an earlier time. (past)

She **has gotten** up to stir the pot for more than a thousand years. (past participle)

Practice Look for examples of irregular verbs in the story. Then write your own sentences using the verbs.

Listening and Speaking

Oral Report Think about other myths that you have read. Choose one that you remember well, do research about the culture it comes from, and give an informative oral report. Your report should tell about the characters, setting, and plot. Be sure to include enough details to suggest the theme of the myth. Your report should also tell what the culture valued and what the myth explains. Make a draft. Rehearse your presentation, matching your words, pitch, and tone to your posture, gestures, and eye contact. Effectively incorporate pictures, slides, or visual technology as appropriate.

Reading Practice

Illustrations Tell students that visualizing, or creating pictures in your mind as you read, makes the material more vivid and easier to recall. Read the first paragraph of the selection. Have students sketch what they hear as you read the passage. Then, as students progress through the story, have them sketch the old

woman working in her cave and the moment when she gets up to stir the pot. Students can then present these sketches as a story board of the selection. Encourage students to compare their drawings and discuss similarities and differences.

Before You Read

How the Snake Got Poison

Connect to the Folktale

If you could have any special talent or ability, what would you want it to be?

Partner Talk With a partner, talk about the benefits of the talent or ability. Discuss why it would make your life easier or better.

Build Background

A rattlesnake uses its fangs to inject venom, a poisonous substance, into its prey. The venom often stuns small animals, such as rodents, birds, or lizards, which the snake then swallows whole.

A rattlesnake is born with the first segment of a future rattle on the tip of its tail. Each time the snake grows and sheds its skin, a new segment develops and adds to the rattle. When a rattlesnake feels threatened, it coils its body and vibrates its tail. The segments click together and make a buzzing sound.

Set Purposes for Reading

BQ BIG Question

As you read, ask yourself, who is telling this story, and why is the person telling it?

Literary Element Folktale

A **folktale** is a traditional story that is orally passed down long before being written. The author is usually anonymous. Folktales include animal stories, trickster tales, fairy tales, myths, legends, and tall tales.

Folktales often explain something about nature or teach a moral lesson. They help us understand the culture of the people who told the stories and tell us what was important to that culture.

As you read, think about the benefits of keeping a folktale alive by telling it over and over again and passing it from generation to generation.

Learning Objectives

For pages 227–231

In studying this text, you will focus on the following objective:

Literary Study: Analyzing a folktale.

Meet Zora Neale Hurston



Florida Writer Zora Neale Hurston grew up in a close-knit African American town in rural Florida. She drew on her childhood memories to write novels and short stories. She also collected and published folktales told to her by African Americans in the South.

Literary Works Hurston is best known for her novel *Their Eyes Were Watching God*.

Zora Neale Hurston was born in 1891 and died in 1960.



Author Search For more about Zora Neale Hurston, go to glencoe.com and enter QuickPass code GL19756u2.

Before You Read

Focus

Bellringer Options

Daily Language Practice
Transparencies 44 and 45

Or ask students to share examples of stories that have been passed down in their families or communities. **Ask:** **What is the value of these stories?** (Possible answer: The stories remind people of the past and bring them closer together.)

Summary

Snake complains that he has no protection against other animals, so God gives him a poisonous bite. The other animals protest that Snake is killing too many of them, so God gives Snake a rattle to warn them of his presence.

For summaries in languages other than English, see Unit 2 Teaching Resources, pp. 114–119.

Literary Element

Folktale Tell students that a folktale often teaches a moral. **Ask:** **Would you rather have someone teach you by giving advice or by sharing a story? Why?** (Students may say they would prefer the story because it would be more interesting.)

How the Snake Got Poison 227

English Learners

DIFFERENTIATED INSTRUCTION

PARTNERS Beginning Write the words *snake* and *poison* on the board. Direct students' attention to the picture of the snake on page 228, and define *poison* as something that can hurt or kill an animal in small amounts. Explain that in the story, a snake is afraid of being stepped on by other animals, so God gives him poison to keep himself safe. When the snake

starts killing every animal that comes near him, the animals become frightened, and they ask God for help. Divide students into pairs, and have them discuss what they know about snakes and poison.

PARTNERS Intermediate Have partners interview each other about things they can do well. Then, ask each student to give a brief report about his or her partner's abilities.

UNIT TWO

Teach

Literary Element

1

Folktales They are simple people with a close and easy relationship to God.

ENGLISH LEARNERS Note that the author replaces *-ing* with *-in'*. Have students find other examples of *-in'* and complete the words.

For additional literary element practice, see Unit 2 Teaching Resources, p. 120.

Literary Element

2

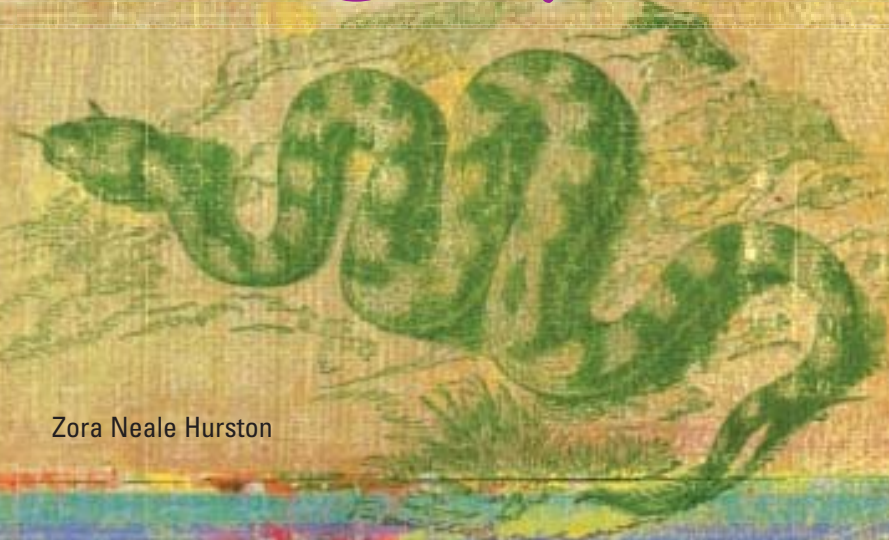
Folktales A sense of fairness seems important.

For an audio recording of this selection, use Listening Library Audio CD-ROM.

Readability Scores

Dale-Chall: 6.7
DRP: 48
Lexile: 720

How the Snake Got Poison



Zora Neale Hurston

Well, when God made the snake he put him in the bushes to ornament¹ the ground. But things didn't suit the snake, so one day he got on the ladder and went up to see God.

1

"Good mawnin', God."

"How do you do, Snake?"

"I ain't so many, God, you put me down there on my belly in the dust and everything trods upon me and kills off my generations. I ain't got no kind of protection at all."

God looked off toward immensity² and thought about the subject for awhile, then he said, "I didn't mean for nothin' to be stompin' you snakes like that. You got to have some kind of a protection. Here, take this poison and put it in your mouth and when they tromp on you, protect yourself."

2

¹ To **ornament** something is to decorate it.

² **Immensity** is hugeness or vastness. Here, when God looks toward immensity, he looks to the sky.

Folktales What can you tell about the people who passed on this folktale?

Folktales What characteristic of a folktale do you find in this passage?

228 UNIT 2 Why Read?

Reading Practice

Make Generalizations About Characters

Write the following questions on the board:

- Do you think Snake is a cruel, violent character, or is he more frightened and peaceful?
- What in the story makes you say so?

- How does his personality affect the story's plot—for example, how does he react to God's decisions?
- How might the story have turned out if he were a different kind of character?

Have small groups discuss the questions.

Then, ask each group to report its conclusions

to the class. (Students may describe Snake as a peaceful character because he strikes only to protect himself. They should note that he accepts God's decisions. They may say that if he were a violent character, he would refuse to wear the bell that warns others.)

So the snake took the poison in his mouth and went on back.

So after awhile all the other varmints³ went up to God.

"Good evenin', God."

"How you makin' it, varmints?"

"God, please do somethin' bout that snake. He's layin' in the bushes there with poison in his mouth and he's strikin' everything that shakes the bush. He's killin' up our generations. We're scared to walk the earth."

So God sent for the snake and told him:

"Snake, when I gave you that poison, I didn't mean for you to be hittin' and killin' everything that shakes the bush. I gave you that poison and told you to protect yourself when they tromple on you. But you are killin' everything that moves. I didn't mean for you to do that."

The snake said, "Lord, you know I'm down here in the dust. I ain't got no claws to fight with, and I ain't got no feet to git me out the way. All I can see is feet comin' to tromple me. I can't tell who my enemy is and who is my friend. You gimme this protection in my mouth and I use it."

God thought it over for a while, then he said:

"Well, snake, I don't want your generations all stomped out and I don't want you killin' everything else that moves. Here, take this bell and tie it to your tail. When you hear feet comin' you ring your bell and if it's your friend, he'll be careful. If it's your enemy, it's you and him."

So that's how the snake got his poison and that's how come he got rattles.

Biddy, biddy, bend my story is end.

Turn loose the rooster and hold the hen. 🐔

Visual Vocabulary

Rattles are a series of connected, hollow segments of skin at the end of a rattlesnake's tail.



UNIT TWO

Teach

BQ BIG Question

It explains an event in nature in an entertaining way. It could be told in an engaging, conversational style.

Literary History

Preserving Culture Folklore was a major part of Zora Neale Hurston's work as a writer and scholar. She recorded African American folktales, and she gathered traditional stories in the Caribbean islands. Her books, *Tell My Horse* and *Mules and Men*, originally published in the 1930s, are still studied today. **Ask:** Why might Hurston record in writing stories that people had passed down orally? (Possible response: By writing the stories down, she made sure they would not be forgotten.)

BQ BIG Question

Why would a culture want to pass this story along?

³ **Varmints** are troublesome animals.

English Learners

DIFFERENTIATED INSTRUCTION

Beginning Model identifying and testing possible cognates. Remind students that cognates are words with similar spellings and meanings in two languages. Write the words *generation* and *generación* on the board. **Say:** *Generation looks like a Spanish word I know, generación. Generación can mean "all the children, parents, or grandparents in a family." Let me put that*

meaning into the sentence and see if it makes sense: "...everything trods upon me and kills off my children, parents, and grandparents." Yes, that makes sense. The two words are cognates. Ask students to find and test another possible English-Spanish cognate. (*protection, protección*)

Approaching Level

DIFFERENTIATED INSTRUCTION

Emerging Have student pairs practice reading the story aloud. As they read lines of dialogue, students should try varying tone and volume to express the characters' feelings. Ask volunteers to read the story aloud for the class.

After You Read

Assess

For additional assessment, see Assessment Resources, pp. 69–70.

Respond and Think Critically

Possible answers:

1. God gives the snake poison so he won't get trod upon and a rattle to warn his enemies.
2. Some students may have a more sympathetic or understanding attitude about why snakes have poisonous bites.
3. Both are worried about protecting themselves from predators.
4. The informal language reflects the speaking style of the original storytellers as the story was passed from generation to generation. They remind us that the folktale was once shared orally.
5. Students may say that it teaches that there is an order in nature. It suggests that sometimes compromise is necessary for fairness.
6. Students may say that the people spoke in everyday language. They seemed to have simple beliefs and codes of conduct. They may have wanted to pass the story along to creatively express ideas about things they witnessed in nature or to share their belief that God is fair and compassionate.

After You Read

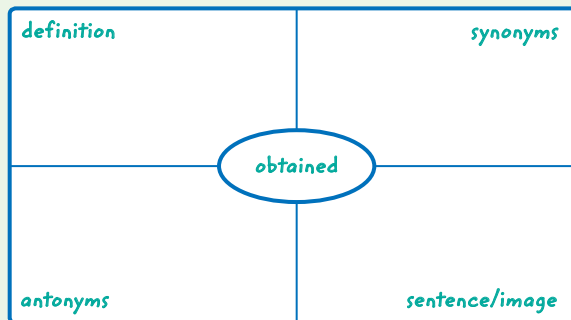
Respond and Think Critically

1. In the folktale, why does God give the snake poison and a rattle? **[Recall]**
2. How do you feel when you think of snakes? Does this story affect your feelings about them in any way? Explain your answer. **[Connect]**
3. How would you compare the snake's concerns with the other animals' concerns? **[Compare]**
4. Why do you think the author uses words such as *ain't* and *gimme*? **[Infer]**
5. What is the moral, or lesson, of the story? **[Analyze]**
6. **BQ** **BIG Question** What can you tell about the storytellers and the reasons they would want to pass down this story from generation to generation? **[Conclude]**

Academic Vocabulary

After explaining his problems, the snake **obtained** two new features from God: poison and a rattle.

To become more familiar with the word *obtained*, fill out a graphic organizer like the one below.



TIP

Comparing

Here are some tips to help you compare. Remember that when you compare, you point out the way two or more things are alike.

- Skim the folktale and reread any parts that tell what the snake is worried about.
- Be sure you understand what you read.
- Then skim the folktale to find any parts that tell what the other animals are worried about.
- Look for similarities between the two parts.



Keep track of your ideas about the **BIG Question** in your unit Foldable.



Literature Online

Selection Resources

For Selection Quizzes, eFlashcards, and Reading-Writing Connection activities, go to glencoe.com and enter QuickPass code GL19756u2.

230 UNIT 2 Why Read?



Writing Practice



Dialogue Have students brainstorm to list fairy tales, myths, and other folktales that are familiar to them. Write their responses on the board. Then, divide the class into groups of three. Ask each group to choose a story that all the students know. Have them work together to write a scene from the story, using dialogue wherever possible to show the action and the tensions between

characters. Remind students to use quotation marks to indicate dialogue.

Literary Element Folk tale

1. What does this folk tale explain?
2. How can you tell this is a traditional story that was passed down orally?

Review: Dialogue

As you learned on page 103, **dialogue** is a conversation between characters in a literary work. Dialogue is usually set off with quotation marks and dialogue tags, or markers that tell the reader who said what. Dialogue is important for many reasons. It helps bring characters to life by revealing their personalities. It moves the story's plot forward.

3. What does the dialogue suggest about the snake's personality?
4. How does the dialogue help advance the plot?
5. What does the dialogue suggest to you about the culture from which this folk tale comes?

Partner Activity Work with a partner to record at least two examples of dialogue from the story. For each one, identify the speakers and think about the purpose of the dialogue. That is, tell whether the dialogue contributes to characterization, advances the plot, or serves some other purpose.

Dialogue	Speakers	Purpose

Grammar Link

Nouns

A **noun** names a person, a place, a thing, or an idea. There are two kinds of nouns: common nouns and proper nouns.

A **common noun** names *any* person, place, thing, or idea. For example:

So the snake took the poison in his mouth and went on back.

A **proper noun** names a particular person, place, thing, or idea. Proper nouns always begin with a capital letter. For example:

"Good maw'nin', God."

"How do you do, Snake?"

Practice Draw two columns on a sheet of paper and add the headings *Common Noun* and *Proper Noun*. Look for examples of nouns in "How the Snake Got Poison" and write them in the appropriate column. Then find a recent essay or paragraph you have written and edit it for correct use of common and proper nouns.

Listening and Speaking

Performance Prepare a group performance of this folk tale. Use the dialogue in the story to write your script. As you say your lines, use tone of voice, facial expressions, and body language to bring the characters to life. Rehearse your performance, working with group members to practice effective rate, volume, and pitch to maintain audience interest and attention. When you finish rehearsing, perform the folk tale for your class.

After You Read

Assess

Literary Element

1. C
2. B
3. The snake is friendly. He asks for God's help so he can protect himself.
4. We learn about the story's conflicts and see things through the eyes of the snake, God, and the other animals.
5. The dialogue suggests a simple and informal speaking style. It also shows the culture's beliefs about God's role in everyday life.

Grammar Link

Examples of common nouns include *bushes*, *ladder*, *rattle*, and *varmints*. Examples of proper nouns include *God*, *Snake*, *Lord*.

Listening and Speaking

Performance Students' performances should include

- the roles of the snake, the varmints, and God
- exact dialogue from the story
- the use of tone of voice, facial expressions, and body language that bring the characters to life



Writing Practice

Dialect Explain to students that dialect is a way of speaking that is characteristic of a particular region or group of people. Ask students to make a chart in which they can record examples of dialect as they read Hurston's fable. Next to each example of

dialect, have students rewrite it in standard English. Interested students may want to research and report on examples of well-known American dialects, such as the Gullah or Cajun dialects.

Focus

Summary

As a child, Hurston is fascinated by the idea of the horizon. She makes plans with her friend Carrie to walk out to the end of the world. But Carrie refuses to go along when the time comes. Hurston hits her friend and then feels guilty about their conflict. Later, as Christmas approaches, she asks her father for a horse so she can ride to the end of the world. Hurston receives a doll instead. She must make the journey in her imagination.

For summaries in languages other than English, see Unit 2 Teaching Resources, pp. 123–128.

Teach

Reading Strategy 1

Visualize Ask: **Why does the house seem to be in the center of the world?** (*because the narrator sees the horizon extending in all directions*)

For additional reading skill or strategy practice, see Unit 2 Teaching Resources, p. 129.

Readability Scores

Dale-Chall: 5.5
DRP: 48
Lexile: 700

Cultural History

Guggenheim Foundation Zora Neale Hurston won a fellowship from the John Simon Guggenheim Memorial Foundation. The foundation was established in 1925 to support the work of scholars and artists.



from DUST TRACKS
ON A ROAD

by Zora Neale Hurston



Guggenheim Fellowship Winner

Learning Objectives

For pages 232–235
In studying this text, you will focus on the following objectives:
Reading:
Using visualizing as a strategy.
Making connections across literature.
Analyzing informational text.

Set a Purpose for Reading

Read to learn how Zora Neale Hurston’s childhood experiences inspired the imaginative folktales she wrote as an adult.

Build Background

Eatonville, Florida, the town where Zora Neale Hurston grew up, immersed her in African American folklife and shaped her as an author. Hurston spent much of her childhood on the porch of Joe Clarke’s store. The stories she heard, the storytellers themselves, and the language they used influenced her future writing.

Reading Strategy Visualize

Visualizing is picturing an author’s ideas or descriptions in your mind. As you read, choose details to sketch. Use a chart like the one below to help you visualize.

Story Detail	What I Picture in My Mind

No matter whether my probings¹ made me happier or sadder; I kept on probing to know. For instance, I had a stifled² longing. I used to climb to the top of one of the huge chinaberry trees which guarded our front gate, and look out over the world. The most interesting thing that I saw was the horizon. Every way I turned, it was there, and the same distance away. Our house then, was in the center of the world. It grew upon me that I ought to walk out to the horizon and see what the end of the world was like. The daring of the thing held me back for a while, but the thing became so urgent that I showed it to

¹ Here, **probings** means “thorough examinations or investigations.”
² **Stifled** means “held back.” A stifled longing is a desire that is not fulfilled because something prevents it.

232 UNIT 2 Why Read?

Reading Practice



Recognize Author’s Purpose Say: **Authors have many reasons for writing. They may write to inform, to entertain, or to persuade.** Have students read the first paragraph of the selection and consider Hurston’s purpose in writing it. Ask them to identify the purpose and support the answer by selecting two details from the paragraph. (*The primary purpose of Hurston’s piece is to*

entertain; students may support this by pointing to the imaginative language and suspense about the end of the world. They may also believe that Hurston wrote to inform her readers about her childhood.)

my friend, Carrie Roberts, and asked her to go with me. She agreed. We sat up in the trees and disputed about what the end of the world would be like when we got there—whether it was sort of tucked under like the hem of a dress, or just was a sharp drop off into nothingness. So we planned to slip off from our folks bright and soon next morning and go see.

I could hardly sleep that night from the excitement of the thing. I had been yearning for so many months to find out about the end of things. I had no doubts about the beginnings. They were somewhere in the five acres that was home to me. Most likely in Mama's room.

Now, I was going to see the end, and then I would be satisfied.

As soon as breakfast was over, I sneaked off to the meeting place in the scrub palmettoes,³ a short way from our house and waited. Carrie didn't come right away. I was on my way to her house by a round-about way when I met her. She was coming to tell me that she couldn't go. It looked so far that maybe we wouldn't get back by

³ **Scrub palmettoes** are hardy palms, often found in the southern United States.

Sisy. Diana Ong.

sundown, and then we would both get a whipping. When we got big enough to wear long dresses, we could go and stay as long as we wanted to. Nobody couldn't whip us then. No matter how hard I begged, she wouldn't go. The thing was too bold and brazen⁴ to her thinking. We had a fight, then. I had to hit Carrie to keep my heart from stifling me. Then I was sorry I had struck my friend, and went on home and hid under the house with my

⁴ Someone who is **brazen** is shameless or defiant.

from *Dust Tracks on a Road* **PERSPECTIVE** 233

Approaching Level

DIFFERENTIATED INSTRUCTION

Partners Emerging Students may have difficulty with the abstract and metaphorical language that Hurston uses at times. Encourage them to focus on the concrete actions and interactions of her characters to gain a more thorough understanding of the passage. Have students work with a partner to act out the

scene between Hurston and Carrie. Ask them to think about why Carrie would avoid going and what Hurston might say to convince her to go. After students have worked through the passage, have volunteers present the scene.



Teach

Reading Strategy

2

Visualize Ask: What kind of images does Hurston use to describe the end of the world? (She uses images drawn from daily life, such as the hem of a dress or a sharp drop.)

BQ BIG Question

Ask: Why does Hurston look forward to her trip so enthusiastically? (She is eager to learn what lies at the end of things.)

Teaching Note

African American Vernacular English

Point out that Hurston uses a double negation to convey the way of speaking that was customary in her childhood. **Ask:** How would you rephrase this sentence to eliminate the double negative? (Nobody could whip us then.)

View the Art

Students may say that because the girls are near each other and conversing they are close friends like the author and Carrie. This style of artwork provides only limited details of the girls' features, enabling them to represent a wider range of girls.



Teach

Reading Strategy

1

Visualize **Ask:** What does Hurston imagine when her father asks her about her Christmas wish? (*She sees a horse that can take her to the end of the world.*)

ENGLISH LEARNERS **Ask:** The word *vision* means something seen in the imagination. What words in other languages are related to the English word *vision*? (Spanish: *vision*; Italian: *visione*; Russian: *videnia*)

BQ BIG Question

Ask: What effect do you think the events in the selection may have had on Hurston's decision to become a writer? (*She learned to travel in her imagination to places that she could not reach in reality.*)

View the Art

Tell students that a thoroughbred is a horse that has been bred for racing.

Ask: How do you think the author would respond if she received a horse like the one in the picture? (*Students may say that she would be very happy because she would believe that the horse could take her to the horizon and, since it is a racing horse, she would get there quickly.*)



Lord Clermont's thoroughbred "Johnny" in a wooded landscape. John Best. Private Collection.

heartbreak. But I did not give up the idea of my journey. I was merely lonesome for someone brave enough to undertake it with me. I wanted it to be Carrie. She was a lot of fun, and always did what I told her. Well, most of the time, she did. This time it was too much for even her loyalty to surmount.⁵ She even tried to talk me out of my trip. I couldn't give up. It meant too much to me. I decided to

⁵ If you *surmount* something, you overcome it.

put it off until I had something to ride on, then I could go by myself.

So for weeks I saw myself sitting astride of a fine horse. My shoes had sky-blue bottoms to them, and I was riding off to look at the belly-band of the world.

It was summer time, and the mockingbirds sang all night long in the orange trees. Alligators trumpeted from their stronghold in Lake Belle. So fall passed and then it was Christmas time.

234 UNIT 2 Why Read?



Writing Practice



Write a Letter **Say:** Zora's father never gave her a chance to explain why she wanted a horse for Christmas. Writing a letter would have given her a chance to express her thoughts. Have students write one of two letters. They may either write a letter from Zora to her father explaining why she wants a horse for Christmas or write a letter from Zora's father to his daughter explaining why she can't have a

horse. Whichever letter they choose, remind them to follow the conventions of letter writing, including a salutation and closing.

Papa did something different a few days before Christmas. He sort of shoved back from the table after dinner and asked us all what we wanted Santa Claus to bring us. My big brothers wanted a baseball outfit. Ben and Joel wanted air rifles. My sister wanted patent leather pumps and a belt. Then it was my turn. Suddenly a beautiful vision came before me. Two things could work together. My Christmas present could take me to the end of the world.

"I want a fine black riding horse with white leather saddle and bridles," I told Papa happily.

"You, what?" Papa gasped. "What was dat you said?"

"I said, I want a black saddle horse with . . ."

"A saddle horse!" Papa exploded. "It's a sin and a shame! Lemme tell you something right now, my young lady; you ain't white. Riding horse! Always trying to wear de big hat! I don't know how you got in this family

nohow. You ain't like none of de rest of my young 'uns."

"If I can't have no riding horse, I don't want nothing at all," I said stubbornly with my mouth, but inside I was sucking sorrow. My longed-for journey looked impossible.

"I'll riding-horse you, Madam!" Papa shouted and jumped to his feet. But being down at the end of the table big enough for all ten members of the family together, I was near the kitchen door, and I beat Papa to it by a safe margin. He chased me as far as the side gate and turned back. So I did not get my horse to ride off to the edge of the world. I got a doll for Christmas.

Since Papa would not buy me a saddle horse, I made me one up. No one around me knew how often I rode my prancing horse, nor the things I saw in far places. Jake, my puppy, always went along and we made great admiration together over the things we saw and ate. We both agreed that it was nice to be always eating things.

Respond and Think Critically

1. Write a brief summary of the main ideas in this excerpt. For help on writing a summary, see page 170. [\[Summarize\]](#)
2. **Text to Text** What parts of young Zora's personality might explain her later interest in preserving folktales such as "How the Snake Got Poison"? [\[Connect\]](#)
3. What does Papa mean when he says to Zora, "Always trying to wear de big hat"? [\[Infer\]](#)

4. How would you compare Papa's views with Zora's? [\[Compare\]](#)
5. **Reading Strategy Visualize** Form a picture in your mind of what the author saw from the chinaberry tree. In your own words, describe what she saw in as much detail as you can.
6. **BQ BIG Question** Zora Neale Hurston's style is influenced by the African American oral tradition. How is the narration in this selection like the narration in "How the Snake Got Poison"?

from *Dust Tracks on a Road* **PERSPECTIVE** 235

English Learners

DIFFERENTIATED INSTRUCTION

Intermediate Hurston's lively use of figurative and informal language may cause difficulty for students learning English. Write these sentences on the board: *We planned to slip off from our folks bright and soon and go see. Inside I was sucking sorrow.* Ask students to paraphrase each sentence. (*We planned to*

sneak away from our parents very soon and see. Inside I felt very bad.)



Assess

Respond and Think Critically

Possible answers:

1. Zora and her friend Carrie plan to explore "the end of the world." Carrie changes her mind, which angers Zora. She won't give up the idea, so she decides to find a horse to ride on. When she asks Papa for a horse for Christmas, he tells Zora that her ideas are too grand. So Zora imagines the horse and goes on imaginary trips instead.
2. Zora's intense curiosity about the world and her wild imagination may have led her to folktales.
3. Papa means that Zora is always trying to be more than she is and better than she is.
4. Papa feels he is limited in what he is allowed to have and want. For Zora, life is about exploring and finding answers to her questions.
5. Zora sees the front gate to her house, but otherwise makes no mention of other buildings. She focuses on the horizon and on "the end of the world."
6. Both the folktale and this selection blend cosmic themes with details from everyday life. Hurston also uses vernacular language in both to convey the way people talk.



To check students' understanding of the selection, see Unit 2 Teaching Resources, pp. 130–131.

Before You Read

Focus

Bellringer Options

Daily Language Practice Transparency 47

Draw a circle on the board. Print the words *spring*, *summer*, *autumn*, and *winter* around the circle.

Ask: **What does this diagram represent? Why is it a circle?** (*The diagram represents the cycle of seasons; it is a circle because the seasons come over and over again.*)

Summary

“Four Haiku: Seasons” is a collection of haiku. The first poem, “Spring,” uses images of mist, grass, and water to create a mood of quiet peace in the evening. “Summer” compares a row of fireflies to a chain of beads, suggesting both the richness and the order of nature. “Autumn” presents a vivid picture of a string of red dragonflies against the setting sun. “Winter” captures the bitter cold of winter and the stark pain of loneliness in one brief image—sleet falling “through the bottom of loneliness.”

For summaries in languages other than English, see Unit 2 Teaching Resources, pp. 132–137.

Literary Element

Haiku Tell students that a traditional Japanese haiku presents an image from nature but typically does not tell us the poet’s feelings. We interpret those for ourselves.

Before You Read

Four Haiku: Seasons

Connect to the Poems

Think about the four seasons. Try to picture each season in your mind.

List List three words or images that come to mind when you think about each season.

Build Background

These four poems are written in an unrhymed form of poetry called **haiku**. Haiku is a traditional Japanese form of poetry that has three lines and seventeen syllables.

These poems have been translated from Japanese into English. Because they are translations, the number of syllables is not the same as it is in Japanese. However, the translations do capture the meaning and feeling of the original poems.

Set Purposes for Reading

BQ BIG Question

As you read, ask yourself, what purpose and effect does each poem have?

Literary Element Haiku

In **haiku**, the first and third lines have five syllables each. The second line has seven syllables. The purpose of traditional haiku is to capture a flash of insight that occurs during an observation of nature.

Notice the images the poet chooses in each poem. In a few well-chosen words, the poet captures the feeling of a brief moment.

As you read, ask yourself, what emotion does each poem capture? What image does the poet use to create the emotion?



Literature Online

Author Search For more about Yosa Buson, Naitō Jōsō, Kawabata Bōsha, and Yuzuru Miura, go to glencoe.com and enter Quickpass code GL19756u2.

Learning Objectives

For pages 236–239

In studying this text, you will focus on the following objectives:

Literary Study:

Analyzing haiku.

Analyzing tone.

Analyzing imagery.

Meet the Authors

Yosa Buson

Yosa Buson is one of Japan’s best-known writers of haiku. He was born in 1716 and learned his craft at a university in Tokyo. He was also a landscape painter and practiced an art that combined haiku with illustrations. Yosa Buson died in 1784.

Kawabata Bōsha

Kawabata Bōsha is an honored haiku poet in Japan. He was born in 1897 and died in 1941.

Yuzuru Miura

Yuzuru Miura is a modern poet. He has edited haiku anthologies and recently taught English literature at Chukyo University in Japan.

Naitō Jōsō

Naitō Jōsō was born in 1662. He was a samurai at one time and later became a priest. A sincere and faithful follower of haiku master Bashō, Jōsō mourned Bashō’s death for three years.

236 UNIT 2 Why Read?

English Learners

DIFFERENTIATED INSTRUCTION



Intermediate English learners may have difficulty with vocabulary that describes the seasons. Divide students into groups of three. Assign each group a season and have them create lists of words and images that describe it. Have groups make a poster of their

words, with illustrations or word art that suggests the meaning of the word. For example, the word *cold* may be written in wavy letters that suggest shivering.

Spring

Yosa Buson

Grasses are misty,
The waters silent—
A tranquil evening.

1



Haiku What feeling does the image of silent waters create?

Summer

Kawabata Bōsha

Firefly lights
Link up as a chain of beads
Along the water's edge.

2

Haiku How does the length of each line of the poem help capture a single moment?

Autumn

Yuzuru Miura

Red dragonflies
Flowing like a ripple
Toward the crimson sky.

3



Haiku How does the color of the sky affect how you picture the dragonflies?

Four Haiku: Seasons 237



Writing Practice

Haiku Have students choose one of the four seasons to use as a basis for a haiku. Ask students to think of something they noticed in that season. Prompt them with images such as these:

- frost on a windowpane
- green aphids on a rosebud
- sun on concrete

Have students write a quick list of everything they remember about what they noticed: how it

looked; how it sounded; the temperature of the air; how it made them feel. Have them use these notes to craft a haiku. Remind students that because haiku are so short, every word must be carefully chosen. Instead of wasting words describing their feelings, poets describe the circumstances that brought them about. Then the reader experiences the feelings personally. Invite students to read their haiku to the class.

UNIT TWO

Teach

Literary Element

1

Haiku The image creates a peaceful feeling.



For additional literary element practice, see Unit 2 Teaching Resources, p. 138.

Literary Element

2

Haiku Students may say that the poem, like a photograph, gives a vivid picture of a passing moment.

ADVANCED Ask: How do you think the poet felt as he watched the red dragonflies flowing toward the crimson sky? (Students may say that he felt wonder, admiration, or joy.)

Literary Element

3

Haiku The dragonflies are red, and the sky is crimson. The red dragonflies seem to be disappearing into the crimson sky.



For an audio recording of this selection, use Listening Library Audio CD-ROM.

Teaching Note

Dragonflies These large, slender water insects have delicate wings. In traditional haiku, the ruby red dragonfly indicates an autumnal theme.

UNIT TWO

Teach

BQ BIG Question

Students may say that the seasons suggest the cycle of the day or the cycle of life, from birth to death.

View the Art

Call attention to the title of this painting, *Season's Quadrant*. Tell students a quadrant is a fourth of something. Explain that like the haiku, a painting uses images to represent emotions or insights. This painting uses branches with sprays of delicate flowers. **Ask:** **What similarities do you see between the four quadrants of the painting and the four seasons described in the haiku?** (Students may note similarities in the colors used or described or similar feelings of serenity or loneliness.)

Winter

Naitō Jōsō

The sleet falls
As if coming through the bottom
Of loneliness.

BQ BIG Question

These poems reflect the importance of seasons in traditional haiku. How do the details in the poems reflect what is important in Japanese tradition?



Season's Quadrant, 1999.
John Bunker. Watercolor on
paper. Private collection.

238 UNIT 2 Why Read?



Writing Practice

Descriptions Remind students that the poems they read were inspired by a concrete image in nature—misty grass, silent water, fireflies, dragonflies, or sleet. Ask them to recall a time when they were struck by some image in weather, nature, or the seasons. It might have been a flower, a snowflake, the wind, lightning,

or a spider. Have them write a brief description of this image that captures how they felt about it. For example, “a trembling bird” shows the writer felt pity for the bird. Have students read their descriptions to the class. Have the class suggest how they think the writer felt about the image and explain their answers.

After You Read

Assess

For additional assessment, see Assessment Resources, pp. 71–72.

Respond and Think Critically

Possible answers:

1. The silent water appeals to the sense of sound.
2. They are lining up along the water's edge.
3. The flowing and rippling suggest a moving stream or river.
4. The sleet falling is compared to "coming through the bottom of loneliness." The poet may have used this comparison to capture the feeling of loneliness that winter might create.
5. "Summer" is the closest. The first and third lines are shorter than the second, which has seven syllables. It also is the only poem with a total of 17 syllables.
6. Students are likely to say that nature plays an important role in traditional Japanese culture.

Spelling Link

golly, happen, penny, fluffy

Writing

Write a Journal Entry Entries will vary, but they should present the thoughts, feelings, and images that students associate with a specific season. Haikus should be based on journal writing.

After You Read

Respond and Think Critically

1. In "Spring," which image appeals to the sense of sound? **[Identify]**
2. In "Summer," what are the fireflies doing? **[Recall]**
3. In "Autumn," what do the words "flowing like a ripple" suggest? **[Interpret]**
4. In "Winter," what two things are being compared? Tell why you think the poet uses this comparison. **[Compare]**
5. **Literary Element Haiku** Count the syllables in each of the three lines of each poem. Which poem is closest to the standard syllable counts for haiku? Explain why. **[Analyze]**
6. **BQ BIG Question** Based on these poems—and the haiku form in general—what can you conclude about the role of nature in traditional Japanese culture? **[Conclude]**

Spelling Link

Patterns in Words with Two or More Syllables These words can often be confusing because many sounds can be spelled in more than one way. Think of the word *ripple* in "Autumn." How do you know that it should have two *p*'s instead of just one? The following spelling rule will help you recognize when to double consonants.

Rule: If an accented syllable ends in a single vowel followed by a single consonant, the consonant should be doubled before adding the next syllable. **Examples:** *bottom, worry, fuzzy, puffy*

There are exceptions to this rule. Here are a few of the most common ones. **Exceptions:** *super, cater, dozen, meter*

Practice On a sheet of paper, correct each of the following misspelled words. Then use each word in a sentence.

goly, hapen, peny, flufy

Writing

Write a Journal Entry Which season do you find most inspiring or interesting? In your journal, write a paragraph or several paragraphs that express your thoughts about the season. Include the feelings and the images you associate with that time of year. Now write a haiku based on the reflections in your journal entry. Remember, a haiku has five syllables in lines one and three and seven syllables in line two.

TIP

Comparing

To answer question 4, try this strategy:

- Look for a word or phrase that signals a comparison, such as *like* or *as*. In this poem, the phrase is *as if*.
- Identify the two things being joined by the comparing word or phrase.
- Think about what these two things have in common or why they make a good comparison.

FOLDABLES Study Organizer Keep track of your ideas about the **BIG Question** in your unit Foldable.

Literature Online

Selection Resources

For Selection Quizzes, eFlashcards, and Reading-Writing Connection activities, go to glencoe.com and enter QuickPass code GL19756u2.

Four Haiku: Seasons 239

English Learners

DIFFERENTIATED INSTRUCTION

Intermediate Explain the simile "link up as a chain of beads" means that the fireflies lined up by the water look like a chain of beads. Write these similes: *The office was humming like a beehive; Lisa panicked like a cat in water; Larry was as stocky as a bulldog.* Ask students what is being compared and how each comparison gives them a clearer image.

Approaching Level

DIFFERENTIATED INSTRUCTION

PARTNERS Emerging Students may want to think of words to describe how the poems make them feel. Assign partners the word *joy, peace, loneliness, or wonder.* Have pairs generate synonyms for their word. Invite them to share their lists with the class.

Before You Read

Focus

Bellringer Options

Daily Language Practice Transparency 48

Or have students look at food advertisements from magazines.

Ask: *How can advertising affect your choices about what to eat?*

Discuss the effects of advertising on nutritional choices. Ask students what kinds of food advertisements on television or other media they find most appealing and whether these advertisements tend to encourage healthful or unhealthful eating.

Vocabulary

Write the following sentences on the board: I used to work at the _____ selling popcorn. The other _____ and I were paid by the hour. Our _____ were too low. So I found a different job that pays me an annual _____. Have students fill in the blanks. (*stadium, vendors, wages, salary*)

Before You Read

Ballpark Food

Connect to the Web Article

Have you ever felt that you paid too much for something? Did you wonder why the price was so high?

Partner Talk With a partner, talk about a time when you bought something from a vendor at a ballpark or other public place. Did you think the prices were fair? How much would the same items cost in a store?

Build Background

A group of 36 students, who call themselves the Snack Squad, decided to gather information about foods sold at baseball parks. The Snack Squad wanted to know if it was cheaper and more healthful for people to bring their own food to the ballpark rather than to eat the food sold there. They also wanted to know whether the advertisements in the ballparks had any effect on food sales. They put all the information into the quiz you are about to read.

Vocabulary

squad (skwod) *n.* a small group working for a common purpose (p. 242). *Ron is the police officer in charge of his squad.*

salary (sal' ə rē) *n.* fixed sum of money regularly paid to a person for a job (p. 243). *Sarah earns a good salary at her engineering job.*

stadium (stā' dē əm) *n.* a large, usually roofless building surrounding an open area used for sporting events and equipped with many rows of seats (p. 243). *The stadium was packed with baseball fans.*

wages (wāj' əz) *n.* money paid to a person for work or services, especially on an hourly or a daily basis (p. 244). *The workers wanted an increase in their hourly wages.*

vendors (ven' dərz) *n.* people who sell goods (p. 244). *At the craft fair, vendors sold handmade pillows and wooden candlesticks.*



Author Search For more about the Snack Squad, go to glencoe.com and enter QuickPass code GL19756u2.

240 UNIT 2 Why Read?

English Learners

DIFFERENTIATED INSTRUCTION

Vocabulary Preteaching Remind students that cognates are words with similar spellings and meanings in two languages. Write the word salary on the board. Ask students whether they know a Spanish word that is similar. (*the word salario*) Have Spanish speakers give the meaning of *salario*. (*money paid for work*) Ask which other vocabulary word has a similar meaning. (*the word wages*)

Approaching Level

DIFFERENTIATED INSTRUCTION

Vocabulary Preteaching Direct students' attention to the vocabulary words on above. Have students use all five of the vocabulary words in a paragraph describing a day at the ballpark. Suggest that they include a drawing or picture of at least one of the vocabulary words along with their paragraphs.

For additional vocabulary practice, see Unit 2 Teaching Resources, p. 149.

For additional context, see Glencoe Interactive Vocabulary CD-ROM.

Set Purposes for Reading

BQ BIG Question

As you read, ask yourself, where does my money go at the ballpark, and how can I save some of it?

Literary Element Text Features

Readers can use newspapers, magazines, and Web pages to find information. **Text features** are special ways of presenting information and include titles, graphics, captions, and headings. In "Ballpark Food," the text is set as questions and answers. Numbers, questions, answer-choice letters, and answers are set in boldface type.

It is easier to find, follow, and understand information you need if you recognize and use text features. For example, boldface letters under each question let you know that these are the answer choices.

As you read, ask yourself, how do the text features help me understand the results of the Snack Squad's research?

Reading Skill Determine Main Idea and Supporting Details

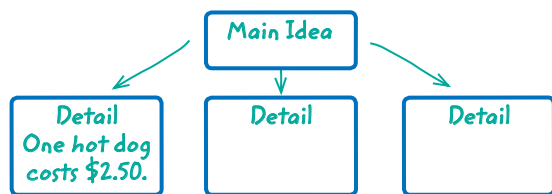
The **main idea** is the most important idea in a paragraph or an article. Often, a topic sentence states the main idea. The other sentences add **supporting details**, or examples and reasons that explain the main idea.

When you determine main idea and supporting details, you remember key ideas and form your own opinions about them.

To **determine main idea and supporting details**, ask yourself,

- What is the main point of this article?
- What details support that point?
- Is the main idea stated directly, or do I need to identify it from the details in the text?

It is a good idea to record the main idea (or ideas) and supporting details as you read. You may find it helpful to use a graphic organizer like the one below.



Learning Objectives

For pages 240–246

In studying this text, you will focus on the following objectives:

Literary Study: Analyzing text structure.

Reading: Determining main idea and supporting details.

TRY IT

Determine Main Idea and Supporting Details "I don't think I can go to the movies tonight," your friend writes in an e-mail. "I have a ton of homework, and I'm supposed to watch my little brother. Plus, my mom can't drive me." What is the main idea of your friend's message? What details support it?

Before You Read

Focus

Summary

The 36-kid Snack Squad presents a quiz investigating food sales at sports events. They find that food is significantly more expensive at stadiums than at grocery stores because of a substantial markup. They also discover that most stadiums allow spectators to bring their own food. Finally, they notice that advertising for food is very common at the ballpark.

For summaries in languages other than English, see Unit 2 Teaching Resources, pp. 141–146.

Literary Element

Text Features Say: **Text features—such as titles and graphics—help readers understand the selection. Short and catchy titles can grab the reader's attention. Look at pages 242 and 243. How do the graphics help you understand what the selection is about?** (*The peanuts and the photograph establish the selection's setting.*)

Reading Skill

Determine Main Idea and Supporting Details Ask: **What is the main idea of this reading skill section?** (*Definitions of main idea and supporting details*) **Give two supporting details.** (*Main idea found in topic sentence, questions*)

TRY IT

Main idea: can't go to movies. Details: homework, babysitting, no ride.

Ballpark Food 241

English Learners

DIFFERENTIATED INSTRUCTION

Intermediate Explain to students that when they see a new word or a word used in a new way, it is helpful to decide how the word is being used, or its part of speech. Then, if they need to, they can look in the dictionary to find the correct meaning for that part of speech.

Write the following sentences on the board and have volunteers identify the part of speech for each use of the word *cost*.

1. Hot dogs cost more at the ballpark than at Joe's Restaurant. (*verb*)
2. The cost of living seems to go up every year. (*noun*)

Teach

Literary Element

1

Text Features The multiple choice question format shows that this is a quiz.



For additional literary element practice, see Unit 2 Teaching Resources, p. 147.



For an audio recording of this selection, use Listening Library Audio CD-ROM.

Readability Scores

Dale-Chall: 4.9

DRP: 58

Lexile: 1040

Literary Element Practice

Text Features Have students fill in this chart with details about the selection's text features as they read the selection "Ballpark Food."

Text Features	Description
Title	
Headings	
Graphics	
Photographs	
Other functions (name)	

BALLPARK

Food

Do you have major-league complaints about the high price of ballpark food?

Take this quiz to see if you can guess what our 36-kid Snack **Squad** discovered when they visited baseball parks to buy and test their food.

1

- How did the price of hot dogs, soda, and peanuts at the ballpark compare to their price at a food store?
 - The food cost twice as much at the ballpark.
 - It cost three to seven times more at the ballpark.
 - Ballpark and food store prices were the same.
- Say you paid \$2.50 for this hot dog at a ballpark. How much of that covers the cost of the hot dog and bun?
 - 10¢
 - 50¢
 - \$1
 - \$1.50
 - \$2
- Will most baseball parks let you bring in your own food?
 - Yes
 - No
- How many ads do you think our Snack Squad spotted in the ballparks they visited?
 - None
 - Just a few
 - Dozens

Text Features

How can you tell this is a quiz?

**Vocabulary**

squad (skwod) *n.* a small group working for a common purpose

ANSWERS

2

1. B! Hot dogs, soda, and peanuts cost three to seven times more at the ballpark than at a store!

You almost need a major-league salary to afford ballpark food! The hot dogs, soda, and peanuts our Snack Squad bought cost three to seven times more than their local food stores charged. In Ohio, for example, \$7.50 bought a hot dog, 24-ounce soda, and bag of about 90 peanuts at the Cincinnati Reds stadium. But that same \$7.50 would buy five hot dogs, 190 ounces of soda, and about 380 peanuts at a grocery store!

Vocabulary

salary (sal' ə rē) n. fixed sum of money regularly paid to a person for a job

stadium (stā' dē əm) n. a large, usually roofless building surrounding an open area used for sporting events and equipped with many rows of seats

Text Features What does this heading tell you about the items numbered 1–4 that follow?

3

Determine Main Idea and Supporting Details What main idea do these details support?

UNIT TWO

Teach

Literary Element

2

Text Features The heading indicates that the questions are finished and that the items that follow are the answers.

Reading Skill

3

Determine Main Idea and Supporting Details These details support the idea that ballpark food is overpriced.

For additional reading skill or strategy practice, see Unit 2 Teaching Resources, p. 148.

Cultural History

Fenway Park One baseball stadium with a particularly rich history is Boston's Fenway Park, home of the Red Sox. Fenway opened on April 20, 1912. Since then, it has hosted players including Ted Williams, Babe Ruth, and Carl Yastrzemski. Fenway's manually operated scoreboard is a symbol of its long tradition.



Ballpark Food 243

Advanced Learners

DIFFERENTIATED INSTRUCTION

Math Connection Say: The answer to question 1 provides some useful math information. Have students calculate the cost of a hot dog, a 24 ounce soda, and a bag of peanuts at a store which charges three times less than the ballpark. Then have them calculate the cost of these items at a store charging seven times less. Copy the chart provided on the board to verify the answers.

Hot dog, 24 Ounce Soda, Bag of Peanuts		
Ballpark	Store 3 times less	Store 7 times less
\$7.50	$\$7.50/3 = \2.50	$\$7.50/7 = \1.07

UNIT TWO

Teach

Vocabulary

1

Use Context Point out that writers sometimes include the definitions of unfamiliar words in parentheses following the words.

ENGLISH LEARNERS Ask: **What is a concession company?** (A company that sells food)

BQ BIG Question

The biggest portion, a dollar per hot dog, goes to the baseball team and the stadium owners. Money also goes to vendors, concession companies, and suppliers of food and services.

View the Art

Ask: How is the illustration at the top of this page similar to the one on the facing page? How are they different? (Both illustrations use visual images to make a point about ballpark food. One is a comparison of prices at stadiums and stores, while the other is an analysis of the price of a hot dog.)

FOOD-PRICE SCORECARD

What \$7.50 buys at the Cincinnati Reds ballpark	What \$7.50 buys at a food store in Dayton, Ohio
1 hot dog and bun (cooked)	5 hot dogs and buns (uncooked)
24-oz. cup of soda	190 oz. of soda
8 oz. (about 90) peanuts	34 oz. (about 380) peanuts

View the Art Complete this sentence to summarize what you learn from the Food-Price Scorecard: The next time I go to the ballpark, I'll be sure to _____.

2. B! Of the \$2.50 you pay for a hot dog at a ballpark, only 50¢ goes for the cost of the hot dog and bun!

If the hot dog and bun and all the fixings only cost the concession companies (food-sellers) 50¢, where does the other \$2 go? **Wages** for **vendors** who sell the hot dogs come to 50¢. The concession company takes 25¢ as a profit, and 25¢ covers cleaning, phones, and other costs. The biggest chunk of that hog-dog price (\$1.00) goes to the baseball team and stadium owners!

Vocabulary

1

wages (wāj' əz) *n.* money paid to a person for work or services, especially on an hourly or a daily basis

vendors (ven' dərz) *n.* people who sell goods

244 UNIT 2 Why Read?

Writing Practice



Write a Letter Say: Suppose you learned that the stadium in your hometown is charging high prices for unhealthful food. One way you could help to address the situation is by writing a letter to the editor of your local newspaper. Have students write a letter to the editor, presenting

the information contained in "Ballpark Foods." Explain that the letter should begin with a clear statement of a main idea and then contain supporting details drawn from the selection. Ask students to adopt a tone that is persuasive without being overly emotional as they draft their letters.

BQ BIG Question

Where does your money go at the ballpark?

Teach

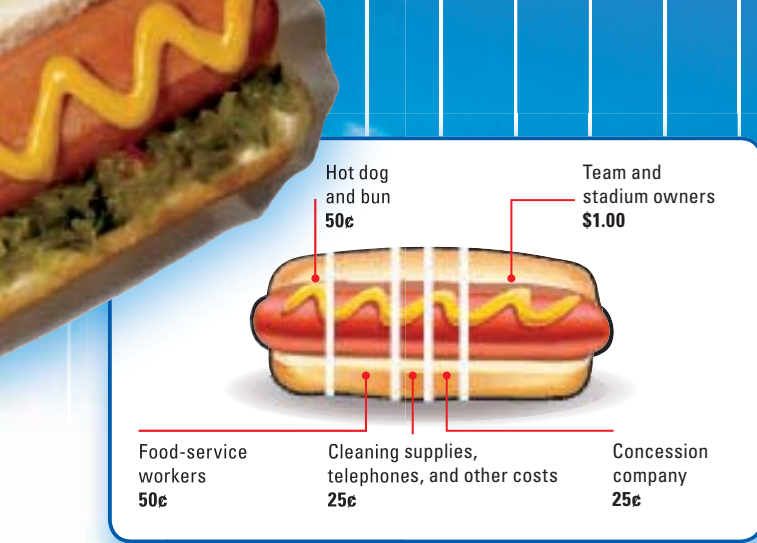
Reading Skill

2

Determine Main Idea and Supporting Details **Answer:** This supports the main idea that most ballparks will let you bring in your own food.

APPROACHING **Ask:** How many of the Snack Squad testers got to keep the food that they brought with them? (All of them.)

To check students' understanding of the selection, see Unit 2 Teaching Resources, pp. 152–153.



View the Art Who gets the greatest amount of the money you spend on a hot dog at the ballpark? How much do they get for each hot dog?

3. A! Yes, most ballparks will let you bring in your own food.

Nearly all major-league stadiums say they'll let fans bring food from home. When our Snack Squad brought their own food, some were stopped at the **turnstiles** and asked to open their packs. "They were just looking for cans," reported Peter, 11. Ushers have the right to inspect bags and take away glass bottles, cans, thermoses, and other items that could be thrown onto the field. Juice boxes and plastic bottles are usually okay. In the end, *none* of our testers had their food taken away.

4. C! Snack Squad kids spotted dozens of ads in the ballparks they visited.

Kids spotted ads on their scorecards, ticket stubs, and seatbacks. They saw ads on lighting towers and at the concession stands. According to Tess, the sneakiest ads at the Oakland Coliseum were on the big-screen TV. "Right after replays, when everyone's attention was on the big screen, they showed commercials," she said. 🍌

Visual Vocabulary

Turnstiles are posts with movable arms attached that allow only one person at a time to pass through an entrance on foot.



2

Determine Main Idea and Supporting Details

What main idea does this detail support?



Ballpark Food 245

English Learners

DIFFERENTIATED INSTRUCTION

Intermediate **Say:** The comparative form of the adjective *sneaky* is *sneakier*. The superlative form is *sneakiest*. The comparative form compares one person or thing to another. The superlative form compares one person or thing to all others.

Say: To form the comparative and the superlative of adjectives with one syllable and many adjectives with two syllables, add *-er* and *-est*. For adjectives that end in

y, change the *y* to an *i* and then add *-er* and *-est*. Have students form comparatives and superlatives for these words: *big*, *healthy*, *short* (bigger, biggest; healthier, healthiest; shorter, shortest)

Approaching Level

DIFFERENTIATED INSTRUCTION

PARTNERS **Emerging** To build fluency have students practice reading the quiz questions and answers aloud. Have students work with a partner, taking turns posing as the moderator and a contestant on a quiz show. The moderator should practice reading questions and answer choices smoothly. The contestant should read each answer fluently.

After You Read

Assess

For additional assessment, see Assessment Resources, pp. 73–74.

Respond and Think Critically

Possible answers:

1. Ballpark food is very expensive.
2. Food costs more because many people get part of the money. Only 20% covers the cost of the food itself.
3. People will spend money on drinks in the ballpark. The drinks will probably be expensive, and the owners will make more money.
4. Fans may be unaware of the impact of advertising and price on their food choices.
5. The main ideas were mostly indicated by the questions, whereas supporting details were provided in the explanations of the answers.
6. About 40% of the money paid for ballpark food goes to players and stadium owners. Some students may say that they don't mind paying more for food at the ballpark. Others may feel that the high prices are so outrageous that they will bring their own food.

Vocabulary

squad and **team** = same meaning; *My soccer squad is undefeated this year.*
vendors and **customers** = opposite meaning; *Vendors sold team hats on the sidewalk.*
wages and **earnings** = same meaning; *Maria used her babysitting wages to buy a new skirt.*
salary and **cost** = opposite meaning; *Your salary may be low when you start a job.*

After You Read

Respond and Think Critically

1. What problem with ballpark food does the writer mention in the paragraph under Answer 1? **[Identify]**
2. Why does food cost so much more at a ballpark than at a store? **[Recall]**
3. Besides reasons given in the text, what other reasons might owners have for banning bottles, cans, or thermoses in the ballpark? **[Infer]**
4. **Literary Element Text Features** Why do you think the writers chose to begin the article by having readers take a quiz? **[Infer]**
5. **Reading Skill Determine Main Idea and Supporting Details** Review the graphic organizer you made. How did you use information from the quiz to find the main idea and supporting details? **[Analyze]**
6. **BQ BIG Question** What is the most interesting new fact that you learned from reading this article? Explain whether this information changes what you might do at the ballpark. **[Conclude]**

Vocabulary Practice

Identify whether each set of paired words has the same or opposite meaning. Then write a sentence using each vocabulary word in a sentence, or draw or find a picture that represents the word.

stadium and **arena**

squad and **team**

vendors and **customers**

wages and **earnings**

salary and **cost**

Example: **stadium** and **arena** = same meaning

Sentence: I like going to the baseball stadium in the city, but the local arena is just as comfortable.

Writing

Write a Summary On page 170, you learned how to write a summary. Now think back over the article's main ideas and important details. Write a one-paragraph summary of the article, retelling the important points in your own words.

TIP

Inferring

Here are some tips to help you answer question 3. Remember that when you **infer**, you combine what you read with what you know to figure out a meaning that is not directly stated.

- What do you already know about the price of food at a ballpark?
- What can you assume about the price of drinks at the ballpark?
- Who would profit most from the sale of drinks at the ballpark?

FOLDABLES

Keep track of your ideas about the **BIG Question** in your unit Foldable.

Literature Online

Selection Resources

For Selection Quizzes, eFlashcards, and Reading-Writing Connection activities, go to glencoe.com and enter QuickPass code GL19756u2.

Writing Practice

Research and Report Explain that just a few decades ago, most ballpark food was limited to hot dogs, peanuts, and beverages. Today, ballpark food has taken on entirely new dimensions.

Ask students to use the Internet to research the types of food sold at today's ballparks. Have students deliver oral reports on what they discover and decide which ballparks have the most intriguing options.

Media Workshop

Media Elements

Media refers to radio, television, newspapers, magazines, the Internet, and other means of mass communication. **Media elements**—what you read, see, hear, and experience in the media—help you understand the information in articles and may point the way to more information. Different types of media may use different media elements. As you look at the examples below, think about each media element. What effect does it have on the article? How does each element help the article meet its purpose?

Magazine Article

It's Not Over?

Suzy Favor Hamilton is one of the best distance runners in the United States.



Hamilton stopped running before the race was over.

Online Article

It's Not Over?

Suzy Favor Hamilton is one of the best distance runners in the United States.

[Read full article.](#)

[Read more about Hamilton.](#)

[Click for video clip.](#)



Learning Objectives

For page 247

In this workshop, you will focus on the following objectives:

Reading: Recognizing author's purpose.

Literary Study: Using text features.

Analyzing informational text.

Element	Explanation	Example
Text and Content	Text is all the words that you read and hear. All the text together makes up the content , or the information the article provides.	"Suzy Favor Hamilton is one of the best distance runners in the United States, but in 1994 she lost a race because she lost count."
Graphics and Color	Graphics are visuals, such as pictures or charts. Graphics in media can have lots of color.	A cartoon shows Suzy Hamilton standing still while other women are running.
Motion and Sound	Motion is movement you see. Sound is what you hear.	The online version of this article links to a video clip.
Structure	Structure is the way an article is set up. Print articles usually have sections with subheadings. Online articles might link text across Web pages.	The print article is divided into sections with headings such as "It's Not Over?" The online article includes links to the rest of the article and to more information on the topic.

TRY IT

Analyze Media Elements

Choose a newspaper or magazine article and find the same article on the newspaper or magazine's Web site. Use the two versions to answer these questions:

1. What is the article about?
2. What is the author's purpose?
3. Which media elements does the print article use to meet its purpose?
4. Which media elements does the online article use to meet its purpose?
5. Which version of the article do you think is more effective? Why?

MEDIA WORKSHOP 247

Media Workshop

Media Elements

Focus

In this workshop, students will learn to recognize elements of online and print articles, including color and graphics, motion and sound, and structure. They will compare the print and the online versions of an article.

Teach

Viewing Skills

Use a Graphic Organizer Have students make and use a graphic organizer such as the one used for "Nobody's Perfect" to track their ideas as they read the print and the online versions of their articles.

Assess

TRY IT

Possible answers:

1. Students should briefly summarize the main idea.
2. The author's purpose is to inform his or her target audience.
3. The print article uses photographs, illustrations, and charts.
4. The online article uses images, hyperlinks to other references, video clips, and interactive features to meet its purpose.
5. Although the formats and media elements differ, both versions of the article are effective ways to transmit information.

English Learners

DIFFERENTIATED INSTRUCTION

Intermediate Have English learners work in pairs to answer the Try It questions. Have students take turns reading the article aloud. Have them pause after each paragraph, summarize its main idea, and note any important details or media elements. After students have finished reading, they can discuss with their partners which version of the article seemed most effective, and why.

Advanced English learners may find it helpful to orally contrast the print version of the article with the online version. Have them list the differences between the versions and then read their lists aloud. Ask them to think of advantages and the disadvantages of each type of media.

Before You Read

Focus

Bellringer Options

Daily Language Practice Transparency 50

Show students pictures of camping gear, including tents, backpacks, and canteens or water bottles. **Ask:** *What are these? How do people use them?* Discuss with students people's need for food, water, and shelter to survive. Guide them in a discussion of what it means to "survive."

Vocabulary

Use the activity at the bottom of this page to preview the vocabulary words. Then, set a timer for 5 minutes. Have students work in teams to write as many sentences that use vocabulary words as they can in 5 minutes.

 For additional vocabulary practice, see Unit 2 Teaching Resources, p. 163.

 For additional context, see Glencoe Interactive Vocabulary CD-ROM.

Before You Read

Ta-Na-E-Ka

Connect to the Story

What do you usually do on a birthday? Do you sing a birthday song or blow out candles on a cake? Think about the different ways people celebrate growing up.

List List typical things you do to celebrate a birthday.

Build Background

"Ta-Na-E-Ka" is a short story about a tradition of the Kaw, or Kansa, Indians. Both *Kaw* and *Kansa* mean "people of the south wind." Originally the Kaw lived along the Kansas River, where they hunted buffalo and farmed. In 1873 the United States government moved the Kaw to Indian Territory, which is present-day Oklahoma.

Vocabulary

shrewdest (shrōōd'ist) *adj.* the most clever in practical matters (p. 252).

The shrewdest player won the chess tournament.

ordeals (ôr dēlz') *n.* experiences that are painful or difficult to endure (p. 253).

The storm and the flood that occurred afterward were terrible ordeals for the townspeople.

dejectedly (di jek'tid lē) *adv.* in a disheartened or depressed way (p. 255).

The losing team walked dejectedly to the locker room.

hospitality (hos'pə tal'ə tē) *n.* the act of being welcoming to guests (p. 257).

Before leaving, the guests thanked the family for their hospitality.

Meet Mary Whitebird

A Mysterious Author Mary Whitebird is the pen name of a male writer who likes to keep his identity a secret. He has long had an interest in Native Americans and their culture.

Literary Works "Ta-Na-E-Ka" was published in 1973.

 **Literature Online**

Author Search For more about Mary Whitebird, go to glencoe.com and enter QuickPass code GL19756u2.

248 UNIT 2 Why Read?

Approaching Level

DIFFERENTIATED INSTRUCTION



Vocabulary Preteaching Read aloud the vocabulary words, their definitions, and sample sentences. Ask students to close their eyes and visualize—make a picture in their minds—the vocabulary word in the sample sentence.

Then have students choose one of the words that gave them a strong visual impression. Invite them to illustrate the word. Students may choose to illustrate the word in context or according to their own interpretations.

Set Purposes for Reading

BQ BIG Question

As you read, ask yourself, what choices does Mary make and how do her actions affect the story?

Literary Element Conflict

Conflict is the central struggle between opposing forces in a story. An **external conflict** is the struggle of a character against an outside force, such as nature, society, fate, or another character. An **internal conflict** takes place within a character's mind. For example, the character might have to make a difficult choice.

Conflict is the gas that keeps the engine of a story running. It makes the story interesting because you wonder who or what will win.

As you read, ask yourself what conflicts the main characters face. What do you learn about the characters by the way they react to the conflicts?

Reading Strategy Make Inferences About Characters

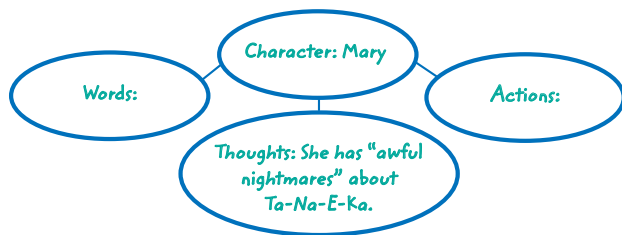
When you **make inferences**, you make educated guesses using clues from a text. To **make inferences about characters**, pay attention to what they say and do. Combine this information with your own experience and knowledge to figure out things about the characters that the writer doesn't directly tell you.

When you make inferences about characters, you assess their qualities and analyze how they affect the plot and resolution, or outcome, of the conflict.

To **make inferences about a character**, pay attention to

- the character's thoughts, words, and actions
- your own background and knowledge
- what other characters say about the character

Record details about each main character. You may find it helpful to use a graphic organizer like the one below.



Learning Objectives

For pages 248–261

In studying this text, you will focus on the following objectives:

Literary Study: Analyzing internal and external conflicts.

Reading: Making inferences about characters.

TRY IT

Make Inferences You come home after school and your house smells like pizza. Your dad comes out of the kitchen with flour on his hands and tomato-sauce stains on his shirt. What do you infer about your dad?

Before You Read

Focus

Summary

In this narrative, the author tells the story of a Ta-Na-E-Ka experience. According to custom, Kaw children go alone into the wilderness on Ta-Na-E-Ka when they turn eleven. Mary dreads the endurance ritual and finds a creative way to make it through her Ta-Na-E-Ka by spending it at a restaurant. The owner lets her work for food and sleep there. As she tells him about Kaw traditions, Mary learns to appreciate her heritage.

For summaries in languages other than English, see Unit 2 Teaching Resources, pp. 155–160.

Literary Element

Conflict Students may find it helpful to give examples of internal and external conflicts from their own lives, movies, world events, and books. Invite students to write examples on the board.

Reading Strategy

Make Inferences About Characters

Point out that students make inferences about people all the time. Show students photographs of people from newspapers or magazines. Have them describe the people and then make inferences about them based on what they are wearing or doing in the photos.

TRY IT

Dad has been making pizza in the kitchen.

Ta-Na-E-Ka 249

English Learners

DIFFERENTIATED INSTRUCTION

PARTNERS Beginning Tell students that the main character of the story must learn to value her culture, even though sometimes it seems old fashioned to her. Invite each student to share with a partner some of the aspects of his or her family's culture that he or she values.

SMALL GROUP Intermediate This story is about ways in which people preserve their heritage while living among those from different cultures. Point out that this situation is common in the United States. Have English learners discuss with a small group ways in which they and their families face this challenge. What problems can this situation cause? What are some ways in which people deal with these problems?

UNIT TWO

Teach

Reading Strategy

1

Make Inferences About Characters

Grandfather was willing to fight for his people's survival when he was a boy. He may feel that it is important to preserve the Kaw culture, to honor the efforts of those who fought for it.



For additional reading skill or strategy practice, see Unit 2 Teaching Resources, p. 162.



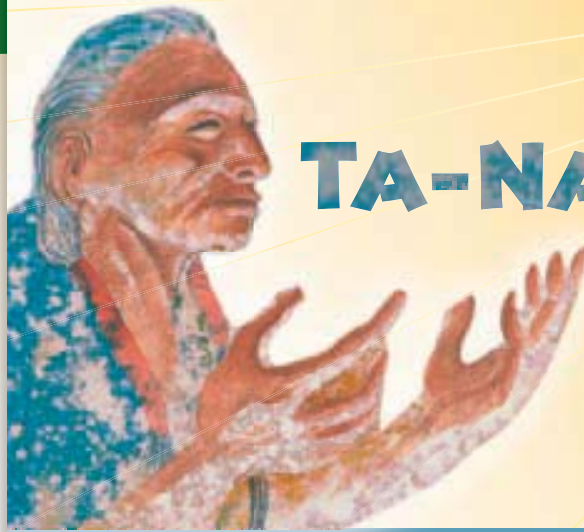
For an audio recording of this selection, use Listening Library Audio CD-ROM.

Readability Scores

Dale-Chall: 5.9

DRP: 55

Lexile: 720



TA-NA-E-KA

Mary Whitebird

As my birthday drew closer, I had awful nightmares about it. I was reaching the age at which all Kaw Indians had to participate in Ta-Na-E-Ka.

Well, not all Kaws. Many of the younger families on the reservation were beginning to give up the old customs. But my grandfather, Amos Deer Leg, was devoted to tradition. He still wore handmade beaded moccasins instead of shoes and kept his iron-gray hair in tight braids. He could speak English, but he spoke it only with white men. With his family he used a Sioux dialect.¹

Grandfather was one of the last living Indians (he died in 1953, when he was eighty-one) who actually fought against the U.S. Cavalry. Not only did he fight, he was wounded in a skirmish at Rose Creek—a famous encounter in which the celebrated Kaw chief Flat Nose lost his life. At the time, my grandfather was only eleven years old.

Eleven was a magic word among the Kaws. It was the time of Ta-Na-E-Ka, the “flowering of adulthood.” It was the age, my grandfather informed us hundreds of times, “when a boy could prove himself to be a warrior and a girl took the first steps to womanhood.”

¹ **Sioux** is a language spoken by some Native Americans of the Great Plains. A **dialect** is a regional variety of a language.

Make Inferences About Characters

How might Grandfather's boyhood experience have affected him?

Listening and Speaking Practice



Oral Report Point out to students that the author says, “But I’ve always thought that the Kaw were the originators of the women’s liberation movement.” Have students point out the details that the author uses to support this opinion. Then, ask students what the “women’s liberation movement” is. It is likely that some or all students will be only vaguely familiar with this term. Have them work in small groups to

research issues associated with women’s rights, such as women’s right to vote (suffrage), to receive equal wages, to be admitted to colleges, or to serve in the military. Students might start by looking up information about Susan B. Anthony, Elizabeth Cady Stanton, Elizabeth Blackwell, or Oberlin College. Have groups prepare a short oral report of their findings.

Teach

Literary Element

2

Conflict The narrator is not interested in her own culture, even though others expect her to value it.

ENGLISH LEARNERS English learners may be unfamiliar with the word *indeed* as used here. Tell students that here this word conveys indignation. Suggest other expressions, such as “please,” “get real,” “or “give me a break” that express a similar idea.

Reading Strategy

3

Make Inferences About Characters

It might have been easier for Mary to become a strong, confident person, coming from a culture that values the contributions of its women.



For additional literary element practice, see Unit 2 Teaching Resources, p. 161.

“I don’t want to be a warrior,” my cousin Roger Deer Leg confided to me. “I’m going to become an accountant.”

“None of the other tribes make girls go through the endurance ritual,” I complained to my mother.

“It won’t be as bad as you think, Mary,” my mother said, ignoring my protests. “Once you’ve gone through it, you’ll certainly never forget it. You’ll be proud.”

I even complained to my teacher, Mrs. Richardson, feeling that, as a white woman, she would side with me.

She didn’t. “All of us have rituals of one kind or another,” Mrs. Richardson said. “And look at it this way: How many girls have the opportunity to compete on equal terms with boys? Don’t look down on your heritage.”

Heritage, indeed! I had no intention of living on a reservation for the rest of my life. I was a good student. I loved school. My fantasies were about knights in armor and fair ladies in flowing gowns, being saved from dragons. It never once occurred to me that being an Indian was exciting.

But I’ve always thought that the Kaw were the originators of the women’s liberation movement. No other Indian tribe—and I’ve spent half a lifetime researching the subject—treated women more “equally” than the Kaw. Unlike most of the sub-tribes of the Sioux Nation, the Kaw allowed men and women to eat together. And hundreds of years before we were “acculturated,”² a Kaw woman had the right to refuse a prospective husband even if her father arranged the match.

The wisest women (generally wisdom was equated with age) often sat in tribal councils. Furthermore, most Kaw legends revolve around “Good Woman,” a kind of supersquaw, a Joan of Arc³ of the high plains. Good Woman led Kaw warriors into battle after battle, from which they always seemed to emerge victorious.

And girls as well as boys were required to undergo Ta-Na-E-Ka. The actual ceremony varied from tribe to

2

Conflict What is the conflict?

3

Make Inferences About Characters How might this have influenced the kind of person Mary has become?

² A group that is **acculturated** is forced to adopt another people’s culture, in this case the culture of the European Americans.

³ **Joan of Arc** was a French heroine in the early 1400s.

Ta-Na-E-Ka 251

English Learners

DIFFERENTIATED INSTRUCTION



Advanced Have English learners monitor their understanding of new words as they read this story. Have them write down words that are unfamiliar as they read and then write what they think the word means based on its context. When they finish the story, they can check their definitions in a dictionary.

Approaching Level

DIFFERENTIATED INSTRUCTION



Established Students will better understand characters in the story if they read the dialogue aloud. Have students work together in groups of four to read the dialogue on the second page of this story. Each person in the group should take on the

role of one of the characters: Mary, Roger, Mary’s mother, and Mrs. Richardson. Have them focus on making their tone of voice fit the character’s personality and what he or she is saying.

UNIT TWO

Teach

Cultural History

Early Nebraskans The Omaha people are a Native American tribe that settled in a part of the country that later became the state of Nebraska. The largest city in Nebraska is named Omaha after this group.

Cultural History

Reservations Initially these tracts of land were set up by the U.S. government to restrict Native Americans to certain areas of the country and to allow them limited self-government. There are still hundreds of reservations located throughout the United States.

Literary Element

1

Conflict The young characters are not interested in the traditions valued by Mary's grandfather.

tribe, but since the Indians' life on the plains was dedicated to survival, Ta-Na-E-Ka was a test of survival.

"Endurance is the loftiest virtue⁴ of the Indian," my grandfather explained. "To survive, we must endure. When I was a boy, Ta-Na-E-Ka was more than the mere symbol it is now. We were painted white with the juice of a sacred herb and sent naked into the wilderness without so much as a knife. We couldn't return until the white had worn off. It wouldn't wash off. It took almost 18 days, and during that time we had to stay alive, trapping food, eating insects and roots and berries, and watching out for enemies. And we did have enemies—both the white soldiers and the Omaha warriors, who were always trying to capture Kaw boys and girls undergoing their endurance test. It was an exciting time."

"What happened if you couldn't make it?" Roger asked. He was born only three days after I was, and we were being trained for Ta-Na-E-Ka together. I was happy to know he was frightened, too.

"Many didn't return," Grandfather said. "Only the strongest and **shrewdest**. Mothers were not allowed to weep over those who didn't return. If a Kaw couldn't survive, he or she wasn't worth weeping over. It was our way."

1 "What a lot of hooley," Roger whispered. "I'd give anything to get out of it."

"I don't see how we have any choice," I replied.

Roger gave my arm a little squeeze. "Well, it's only five days."

Five days! Maybe it was better than being painted white and sent out naked for eighteen days. But not much better.

We were to be sent, barefoot and in bathing suits, into the woods. Even our very traditional parents put their foot down when Grandfather suggested we go naked. For five days we'd have to live off the land, keeping warm as best we could, getting food where we could. It was May, but on

⁴ The *loftiest virtue* is the most noble quality.

Vocabulary

shrewdest (shrōōd' ist) *adj.* the most clever in practical matters

Conflict How does this express the main conflict between the young characters and Grandfather?

Reading Practice

Compare and Contrast Explain to students that comparing is explaining how two things are similar, whereas contrasting is explaining how they are different. Point out that the interaction between Mary, Roger, and Grandfather shows ways in which the world was different when Grandfather was young. Have students use a Venn diagram to show similarities and differences between Grandfather's time and the time in which the story is set.

Analyze Characters Have students consider Grandfather's attitude toward his childhood experiences. Ask them to reread what he says about his own Ta-Na-E-Ka and point out sentences that reveal how he feels about it. (*It was an exciting time. It was our way.*)

the northernmost reaches of the Missouri River the days were still chilly and the nights were fiercely cold.

Grandfather was in charge of the month's training for Ta-Na-E-Ka. One day he caught a grasshopper and demonstrated how to pull its legs and wings off in one flick of the fingers and how to swallow it.

I felt sick, and Roger turned green. "It's a darn good thing it's 1947," I told Roger teasingly. "You'd make a terrible warrior." Roger just grimaced.

I knew one thing. This particular Kaw Indian girl wasn't going to swallow a grasshopper no matter how hungry she got. And then I had an idea. Why hadn't I thought of it before? It would have saved nights of bad dreams about squooshy grasshoppers.

I headed straight for my teacher's house. "Mrs. Richardson," I said, "would you lend me five dollars?"

"Five dollars!" she exclaimed. "What for?"

"You remember the ceremony I talked about?"

"Ta-Na-E-Ka. Of course. Your parents have written me and asked me to excuse you from school so you can participate in it."

"Well, I need some things for the ceremony," I replied, in a half-truth. "I don't want to ask my parents for the money."

"It's not a crime to borrow money, Mary. But how can you pay it back?"

"I'll baby-sit for you ten times."

"That's more than fair," she said, going to her purse and handing me a crisp, new five-dollar bill. I'd never had that much money at once.

"I'm happy to know the money's going to be put to a good use," Mrs. Richardson said.

A few days later the ritual began with a long speech from my grandfather about how we had reached the age of decision, how we now had to fend for ourselves and prove that we could survive the most horrendous of ordeals. All the friends and relatives who had gathered at

Vocabulary

ordeals (ôr dêlz') *n.* experiences that are painful or difficult to endure

2

Conflict Is the cold weather an internal conflict or an external conflict?

3

Make Inferences About Characters How might Mary's insistence affect the plot or conflict?

UNIT TWO

Teach

Literary Element

2

Conflict The cold weather is a force of nature, so it will present an external conflict.

Reading Strategy

3

Make Inferences About Characters

Mary's stubbornness and confidence may help her find an unusual solution to her problem.

Ta-Na-E-Ka 253

English Learners

DIFFERENTIATED INSTRUCTION



Advanced Help English learners clarify what the following phrases and words mean: "in charge," "turned green," "squooshy," and "more than fair." Have them read the words and phrases in context and then guide them in paraphrasing what they mean.

Approaching Level

DIFFERENTIATED INSTRUCTION



Emerging Students may find it helpful to write a list of characters as they read the story. Point out that there are many characters in this story and that it is easy to lose track of them. As new characters appear, have students add them to the

list, along with a short description of their personalities and a summary of what they do. They can use this list to help them complete the questions at the end of the selection.

UNIT TWO

Teach

BQ BIG Question

Mary is hoping that the boats will provide a place for her to sleep comfortably.

Writer's Technique

Suspense Point out to students that this author uses the elements of suspense and surprise to keep readers interested in the story. Not revealing the details of Mary's plan creates suspense. Readers continue to read to find out what she is planning. When Mary eats the berry, we are surprised to find out that it tastes terrible, since Grandfather told the children that the berries are delicious.

our house for dinner made jokes about their own Ta-Na-E-Ka experiences. They all advised us to fill up now, since for the next five days we'd be gorging⁵ ourselves on crickets. Neither Roger nor I was very hungry.

"I'll probably laugh about this when I'm an accountant," Roger said, trembling.

"Are you trembling?" I asked.

"What do you think?"

"I'm happy to know boys tremble, too," I said.

At six the next morning, we kissed our parents and went off to the woods. "Which side do you want?" Roger asked. According to the rules, Roger and I would stake out "territories" in separate areas of the woods, and we weren't to communicate during the entire ordeal. "I'll go toward the river, if it's okay with you," I said.

"Sure," Roger answered. "What difference does it make?"

To me, it made a lot of difference. There was a marina a few miles up the river, and there were boats moored there. At least, I hoped so. I figured that a boat was a better place to sleep than under a pile of leaves.

"Why do you keep holding your head?" Roger asked.

"Oh, nothing. Just nervous," I told him. Actually, I was afraid I'd lose the five-dollar bill, which I had tucked into my hair with a bobby pin. As we came to a fork in the trail, Roger shook my hand. "Good luck, Mary."

"N'ko-n'ta," I said. It was the Kaw word for "courage."

The sun was shining and it was warm, but my bare feet began to hurt immediately. I spied one of the berry bushes Grandfather had told us about. "You're lucky," he had



BQ BIG Question

What problem is Mary hoping her choice will resolve?

⁵ If you are **gorging** yourself, you are stuffing yourself with food.

Reading Practice



Predict Remind students that predicting is making guesses about what is going to happen in a story. Predictions should always be based on what you have already read in the story and on what you know about the characters. Before reading this page, have students pause and write two predictions

about what is going to happen: one prediction about what Roger's Ta-Na-E-Ka will be like and one about Mary's Ta-Na-E-Ka. Have students give detailed reasons for their predictions, including citations from the text.



Visualize Tell students that the author includes details about the outdoors as Mary begins her Ta-Na-E-Ka. These details appeal to the senses and help students picture Mary's surroundings. Have them point out sentences and phrases that help them visualize the setting.

Teach

BQ BIG Question

She is breaking the rules because she is supposed to sleep outside and find her own food outside.

Visual Vocabulary

A **civet cat** is a catlike animal, native to Africa, Europe, and Asia. It has a narrow head, a pointed muzzle, and a slender body. In this story, the name is used for a spotted skunk.



BQ BIG Question

How are Mary's choices breaking the rules of Ta-Na-E-Ka?

said. "The berries are ripe in the spring, and they are delicious and nourishing." They were orange and fat, and I popped one into my mouth.

Argh! I spat it out. It was awful and bitter, and even grasshoppers were probably better tasting, although I never intended to find out.

I sat down to rest my feet. A rabbit hopped out from under the berry bush. He nuzzled the berry I'd spat out and ate it. He picked another one and ate that, too. He liked them. He looked at me, twitching his nose. I watched a red-headed woodpecker bore into an elm tree, and I caught a glimpse of a **civet cat** waddling through some twigs. All of a sudden I realized I was no longer frightened. Ta-Na-E-Ka might be more fun than I'd anticipated. I got up and headed toward the marina.

"Not one boat," I said to myself **dejectedly**. But the restaurant on the shore, "Ernie's Riverside," was open. I walked in, feeling silly in my bathing suit. The man at the counter was big and tough-looking. He wore a sweatshirt with the words "Fort Sheridan, 1944," and he had only three fingers on one of his hands. He asked me what I wanted.

"A hamburger and a milkshake," I said, holding the five-dollar bill in my hand so he'd know I had money.

"That's a pretty heavy breakfast, honey," he murmured.

"That's what I always have for breakfast," I lied.

"Forty-five cents," he said, bringing me the food. (Back in 1947, hamburgers were twenty-five cents and milkshakes were twenty cents.) "Delicious," I thought. "Better'n grasshoppers—and Grandfather never once mentioned that I couldn't eat hamburgers."

While I was eating, I had a grand idea. Why not sleep in the restaurant? I went to the ladies' room and made sure the window was unlocked. Then I went back outside and played along the riverbank, watching the water birds and trying to identify each one. I planned to look for a beaver dam the next day.

Vocabulary

dejectedly (di jek' tid lē) *adv.* in a disheartened or depressed way

Ta-Na-E-Ka 255

Advanced Learners

DIFFERENTIATED INSTRUCTION



Survival Tips

The narrator was supposed to spend five days in the woods without any food and without shelter during nights that got very cold. Ask students to identify the dangers they would face if they spent five days and nights out in the open. Then have them work in small groups to research survival tips and write a question-and-answer guide to help people survive in their area.

Teach

View the Art

Ask: Do you think this is the way Mary's grandfather pictured her surviving Ta-Na-E-Ka? Explain.

(Students will probably suggest that he thought she would be living outside, eating very little food and not having much fun.)

Reading Strategy

1

Being honest about taking the food might increase the chance that Mary gets caught, but it also might demonstrate her honesty to the adults.

1

The restaurant closed at sunset, and I watched the three-fingered man drive away. Then I climbed in the unlocked window. There was a night light on, so I didn't turn on any lights. But there was a radio on the counter. I turned it on to a music program. It was warm in the restaurant, and I was hungry. I helped myself to a glass of milk and a piece of pie, intending to keep a list of what I'd eaten so I could leave money. I also planned to get up early, sneak out through the window, and head for the woods before the three-fingered man returned. I turned off the radio, wrapped myself in the man's apron, and in spite of the hardness of the floor, fell asleep.

"What the heck are you doing here, kid?"

It was the man's voice.

It was morning. I'd overslept. I was scared.

"Hold it, kid. I just wanna know what you're doing here. You lost? You must be from the reservation. Your folks must be worried sick about you. Do they have a phone?"

"Yes, yes," I answered. "But don't call them."

I was shivering. The man, who told me his name was Ernie, made me a cup of hot chocolate while I explained about Ta-Na-E-Ka.

"Darnedest thing I ever heard," he said, when I was through. "Lived next to the reservation all my life and this is the first I've heard of Ta-Na whatever-you-call-it." He

Make Inferences About Characters How might Mary's honesty affect the plot?



Writing Practice

Research and Report Tell students that like the Ta-Na-E-Ka of the Kaw Indians, other cultures have traditional rituals or ceremonies to mark a symbolic passage from childhood to adulthood, such as the Jewish Bar Mitzvah for boys and the Hispanic Quinceañera for girls. Have students use the Internet and other resources to research coming-of-age traditions in other cultures. Have them write brief reports describing the tradition and the meaning behind it.

looked at me, all goose bumps in my bathing suit. “Pretty silly thing to do to a kid,” he muttered.

That was just what I’d been thinking for months, but when Ernie said it, I became angry. “No, it isn’t silly. It’s a custom of the Kaw. We’ve been doing this for hundreds of years. My mother and my grandfather and everybody in my family went through this ceremony. It’s why the Kaw are great warriors.”

“Okay, great warrior,” Ernie chuckled, “suit yourself. And, if you want to stick around, it’s okay with me.” Ernie went to the broom closet and tossed me a bundle. “That’s the lost-and-found closet,” he said. “Stuff people left on boats. Maybe there’s something to keep you warm.”

The sweater fitted loosely, but it felt good. I felt good. And I’d found a new friend. Most important, I was surviving Ta-Na-E-Ka.

My grandfather had said the experience would be filled with adventure, and I was having my fill. And Grandfather had never said we couldn’t accept **hospitality**.

I stayed at Ernie’s Riverside for the entire period. In the mornings I went into the woods and watched the animals and picked flowers for each of the tables in Ernie’s. I had never felt better. I was up early enough to watch the sun rise on the Missouri, and I went to bed after it set. I ate everything I wanted—insisting that Ernie take all my money for the food. “I’ll keep this in trust for you, Mary,” Ernie promised, “in case you are ever desperate for five dollars.” (He did, too, but that’s another story.)

I was sorry when the five days were over. I’d enjoyed every minute with Ernie. He taught me how to make Western omelets and to make Chili Ernie Style (still one of my favorite dishes). And I told Ernie all about the legends of the Kaw. I hadn’t realized I knew so much about my people.

But Ta-Na-E-Ka was over, and as I approached my house, at about nine-thirty in the evening, I became nervous all over again. What if Grandfather asked me

Vocabulary

hospitality (hos’ pə tal’ ə tē) *n.* the act of being welcoming to guests

2

Conflict What causes the change in Mary’s thinking?

3

Make Inferences About Characters What kind of man is Ernie?

UNIT TWO

Teach

Literary Element

2

Ernie’s ridicule of her family customs causes Mary to appreciate them.

Reading Strategy

3

Ernie is honest and generous.

Ta-Na-E-Ka 257

English Learners

DIFFERENTIATED INSTRUCTION



Advanced English learners may have trouble understanding Ernie’s speech, especially the lines, “Hold it, kid. I just wanna know what you’re doing here,” “You lost,” and “Darndest thing I ever heard.” To help them clarify his idiomatic speech, have English

learners partner with proficient English speakers to paraphrase and explain these expressions. Have them rewrite his dialogue in more conventional language and then read their paraphrased examples to the class.

Intermediate Have English learners explain first how Mary feels when she is talking to Ernie and then how her feelings change as she approaches home. Have them cite specific sentences that show how Mary feels.

UNIT TWO

Teach

Literary Element

1

Conflict She is worried that her family will notice how clean and well-fed she looks and that she will have to admit that she did not follow the rules of Ta-Na-E-Ka.

APPROACHING **Ask:** What kinds of questions might her family ask? What would prompt these questions? (They might ask “Why are you so clean?” “Why are you not hungry?” because she is obviously well rested, bathed, and well fed.)

BQ BIG Question

Her contact with people outside her family helps her appreciate her people’s traditions. Her unusual way of surviving Ta-Na-E-Ka helps her see how traditions can change over time.

about the berries and the grasshoppers? And my feet were hardly cut. I hadn’t lost a pound and my hair was combed.

1 “They’ll be so happy to see me,” I told myself hopefully, “that they won’t ask too many questions.”

I opened the door. My grandfather was in the front room. He was wearing the ceremonial beaded deerskin shirt which had belonged to his grandfather. “N’g’da’ma,” he said. “Welcome back.”

I embraced my parents warmly, letting go only when I saw my cousin Roger sprawled on the couch. His eyes were red and swollen. He’d lost weight. His feet were an unsightly mass of blood and blisters, and he was moaning: “I made it, see. I made it. I’m a warrior. A warrior.”

My grandfather looked at me strangely. I was clean, obviously well-fed, and radiantly healthy. My parents got the message. My uncle and aunt gazed at me with hostility.

Finally my grandfather asked, “What did you eat to keep you so well?”

I sucked in my breath and blurted out the truth: “Hamburgers and milkshakes.”

“Hamburgers!” my grandfather growled.

“Milkshakes!” Roger moaned.

“You didn’t say we had to eat grasshoppers,” I said sheepishly.

“Tell us all about your Ta-Na-E-Ka,” my grandfather commanded.

I told them everything, from borrowing the five dollars, to Ernie’s kindness, to observing the beaver.

“That’s not what I trained you for,” my grandfather said sadly.

I stood up. “Grandfather, I learned that Ta-Na-E-Ka is important. I didn’t think so during training. I was scared stiff of it. I handled it my way. And I learned I had nothing to be afraid of. There’s no reason in 1947 to eat grasshoppers when you can eat a hamburger.”

I was inwardly shocked at my own audacity.⁶ But I liked it. “Grandfather, I’ll bet you never ate one of those rotten berries yourself.”

⁶ **Audacity** is boldness or daring.

Conflict Why is Mary worried?

BQ BIG Question

How have Mary’s choices throughout the story led her to a greater understanding?



Writing Practice

Analyze Character Remind students that one way writers develop characters is by showing how other characters react to them. Ask students to write a brief analysis showing how the other characters—her parents, Roger’s parents, Roger, and grandfather—react when Mary returns. Have students conclude their analyses by explaining how these reactions help them understand what Mary has accomplished.

Grandfather laughed! He laughed aloud! My mother and father and aunt and uncle were all dumbfounded. Grandfather never laughed. Never.

"Those berries—they are terrible," Grandfather admitted. "I could never swallow them. I found a dead deer on the first day of my Ta-Na-E-Ka—shot by a soldier, probably—and he kept my belly full for the entire period of the test!"

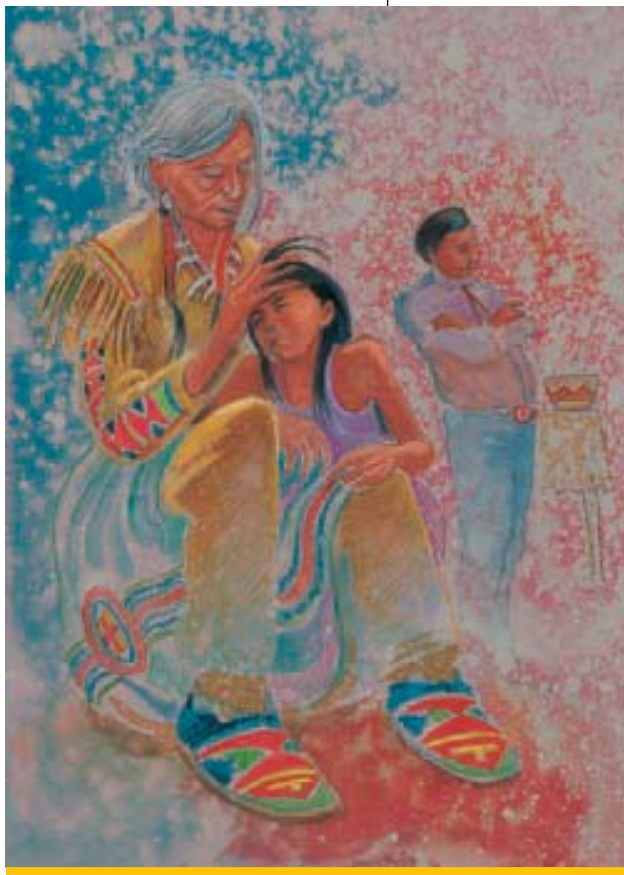
Grandfather stopped laughing. "We should send you out again," he said.

I looked at Roger. "You're pretty smart, Mary," Roger groaned. "I'd never have thought of what you did."

"Accountants just have to be good at arithmetic," I said comfortingly. "I'm terrible at arithmetic."

Roger tried to smile but couldn't. My grandfather called me to him. "You should have done what your cousin did. But I think you are more alert to what is happening to our people today than we are. I think you would have passed the test under any circumstances, in any time. Somehow, you know how to exist in a world that wasn't made for Indians. I don't think you're going to have any trouble surviving."

Grandfather wasn't entirely right. But I'll tell about that another time. 🍓



View the Art What kind of relationship between Mary and her grandfather does this painting show? Do you think it matches their relationship in the story? Why or why not?

Ta-Na-E-Ka 259

UNIT TWO

Teach

Writer's Technique

Sequels Draw students' attention to the final line of the story: "But I'll tell about that another time." The author uses this ending to imply that there are more stories to be told, much the way a superhero movie or comic strip suggests the possibility of a sequel. Suggest that students think of ideas for the "sequel" to this story. What other troubles might a person like Mary encounter?



To check students' understanding of the selection, see Unit 2 Teaching Resources, pp. 166–167.

View the Art

Students may say that the painting shows a close, loving relationship between the girl and her grandfather. Some may say that the girl in the painting seems more scared and dependent than Mary.

Approaching Level

DIFFERENTIATED INSTRUCTION



Emerging Ask whether anyone has heard the saying, "Life is full of surprises." **Ask:** **What does this saying mean?** (Students may suggest that sometimes we expect things to happen a certain way, but what we expect doesn't actually happen.) Then ask them how this saying might apply to the story. To clarify this point, work with students to compare Mary's expectations with what really happens to her. Have students make a two-

column chart, with one column headed *What Mary Expected* and the other headed *What It Was Actually Like*. Possible details for the first column might include these: alone in the woods; eating grasshoppers and berries; cold; scary. Possible details in the second column might include: warm; well-fed; enjoying wildlife; new friend; fun.

After You Read

Assess

Respond and Think Critically

Possible answers:

1. Mrs. Richardson thinks Ta-Na-E-Ka is important because it is a traditional ritual and part of Mary's heritage.
2. The Kaw allowed women and men to eat together. A Kaw woman had the right to refuse a husband. Women sat in tribal councils. A legendary "Good Woman" led warriors into battle. Girls and boys both had to undergo Ta-Na-E-Ka.
3. The Kaw needed endurance to survive on the plains and in battle.
4. She tells the truth about her experience and demonstrates resourcefulness.
5. The narrator completed Ta-Na-E-Ka fairly because no rule said she couldn't use money or that she had to eat bugs and berries. The narrator did not complete it fairly because she was supposed to survive off the land without help.
6. Ta-Na-E-Ka is a Kaw tradition called the "flowering of adulthood." It is a survival test and is important to the Kaw as a unifying tradition that reminds them of their heritage.

Vocabulary Practice

1. shoveling snow every day for a week
2. disappointed
3. a tray of holiday cookies
4. a clever solution

Academic Vocabulary

Demonstrated means "described, explained, or showed by actual performance."

After You Read

Respond and Think Critically

1. What is Mrs. Richardson's attitude toward Ta-Na-E-Ka? **[Recall]**
2. Identify why Mary thinks the Kaw were the originators of the women's liberation movement. **[Identify]**
3. In your own words, explain why endurance is so important to the Kaw. **[Paraphrase]**
4. How does Mary persuade Grandfather that she has truly passed her survival test? **[Analyze]**
5. In your opinion, does Mary complete Ta-Na-E-Ka fairly? Explain your answer. **[Evaluate]**
6. **BQ** **BIG Question** What did you learn about the tradition of Ta-Na-E-Ka from this story? **[Conclude]**

Vocabulary Practice

1. Which activities would most likely be **ordeals**—sleeping late every day for a week or shoveling snow every day for a week?
2. If your sister sighed **dejectedly**, how would you think she was feeling—satisfied or disappointed?
3. Which would you consider a sign of **hospitality**—a tray of holiday cookies or a locked door with a guard dog?
4. What would you expect from the **shrewdest** detective in a story—a clever solution or a careless mistake?

Academic Vocabulary

In "Ta-Na-E-Ka," the narrator describes how Grandfather "caught a grasshopper and **demonstrated** how to pull its legs and wings off in one flick of the fingers and how to swallow it." Using context clues, try to figure out the meaning of the word *demonstrated* in the previous sentence. Check your answer in a dictionary.

TIP

Analyzing

To answer question 4, think about what Mary says to her grandfather and why.

- Does she tell the truth or make up a story?
- What does she point out about Ta-Na-E-Ka?
- What abilities or insights do her words show?

FOLDABLES Study Organizer

Keep track of your ideas about the **BIG Question** in your unit Foldable.

Literature Online

Selection Resources

For Selection Quizzes, eFlashcards, and Reading-Writing Connection activities, go to glencoe.com and enter QuickPass code GL19756u2.

Progress Check

Can students comprehend vocabulary?

If...fewer than 2 answers are correct

Then...  Glencoe Interactive Vocabulary CD-ROM.

Literary Element Conflict

Test Skills Practice

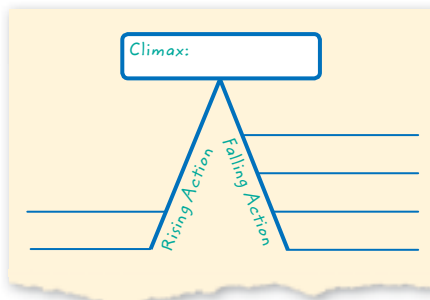
- Which sentence best describes how Mary and her grandfather deal with difficulty?
 - Both are easily distracted.
 - Each is open to new and creative ideas.
 - Both lack confidence in themselves.
 - Each avoids conflicts.

Review: Plot

As you learned on page 53, **plot** is the sequence of events in a story. The **exposition** introduces the characters, setting, and situation. The **rising action** adds complications. The **climax** is the point of greatest interest or suspense in the story. The **falling action** is the result of the climax, and the **resolution** is the final outcome.

Refer to the plot diagram below as you determine how the events of the story fit into the plot.

- What are two complications that are part of the rising action?
- Identify the climax of the story.
- Explain the story's falling action and resolution.



Reading Strategy

Make Inferences About Characters

Review your graphic organizers.

- What can you infer about Grandfather from his reaction to Mary?
- How might Mary's relationship with Grandfather change in the future?

Grammar Link

Pronoun Antecedents The noun or group of words that a pronoun refers to is called its **antecedent**. For example:

As my birthday drew closer,
I had awful nightmares about it.

antecedent

pronoun

When you use a pronoun, be sure that it clearly refers to its antecedent. Read the following sentences.

*Mary complained to Mrs. Richardson about the ritual. **She** spoke about her heritage.*

The second sentence is not clear because the word *she* could refer to either Mary or Mrs. Richardson.

Clear pronoun antecedents make sure readers know to whom or what each pronoun refers.

Practice Look for two examples of clear pronoun antecedents in "Ta-Na-E-Ka." Copy the sentences on a sheet of paper and underline each pronoun and its antecedent. Then correct the following sentence so that the pronoun antecedent is clear.

Grandfather and Roger are coming to the ceremony, but **he** doesn't want to take part.

Listening and Speaking

Literature Groups With a small group, discuss the conflicts between generations in the story. What do younger and older characters value? Support your opinions with evidence or pictures from the text. As you listen, compare other group members' opinions with your own.

After You Read

Assess

For additional assessment, see Assessment Resources, pp. 55–56.

Literary Element

- The main external conflict is Mary's need to survive Ta-Na-E-Ka.
- The narrator struggles because her family finds Ta-Na-E-Ka important, but she does not.
- The narrator has to persuade Grandfather that she truly passed the test, because she handled it differently than he had expected her to. She succeeds in convincing him.
- Mrs. Richardson challenges the narrator not to look down on her heritage; the berries taste awful; there are no boats at the marina; Mary falls asleep in the restaurant and must convince Ernie not to call her parents.
- The climax occurs when Mary's grandfather asks her to explain how she survived Ta-Na-E-Ka.
- The falling action occurs when Mary explains her actions. The resolution occurs when Mary's grandfather admits that Mary has proven that she knows how to survive in the modern world.

Reading Strategy

- Although he values tradition, he is open-minded and reasonable.
- Mary and Grandfather will now have a greater understanding of each other's point of view.

Grammar Link

Answers may vary, but could include the following:

I even complained to *my teacher*, Mrs. Richardson, feeling that, as a white woman, **she** would side with me.

AND

"*Your folks* must be worried sick about you. Do **they** have a phone?"

Corrected Sentence:

Grandfather and Roger are coming to the ceremony, but *Roger* doesn't want to take part.

Listening and Speaking

Literature Groups Discussions will vary, but students should note that by the end of the story, Mary, her grandfather, and Roger value both traditional and modern ways of thinking. Mrs. Richardson values both. Ernie values newer ideas.

Before You Read

Focus

Bellringer Options

Daily Language Practice Transparency 52

Or show students a cave drawing from the selection. Explain that ancient art gives us clues about our past. **Say:** **Draw a picture. Imagine that scientists discover it 20,000 years in the future. What would you draw to show them something about our world today?** Ask students to explain how their pictures represent modern times.

Vocabulary

Model reading aloud the passages from “These Wall Can Talk.” Carefully pronounce the vocabulary and other hard words as you read. Have students echo each sentence. Discuss the difficult words and ask groups of students to pronounce them, both as individual words and also in context.

 For additional vocabulary practice, see Unit 2 Teaching Resources, p. 176.

 For additional context, see Glencoe Interactive Vocabulary CD-ROM.

Before You Read

These Walls Can Talk

Connect to the Article

Imagine that you are exploring a cave. You discover a cave drawing that is more than 20,000 years old. What do you do?

Partner Talk With a partner, discuss what actions you would take after this discovery.

Build Background

Scientists have found hundreds of caves and rocks decorated with art from prehistoric times. Cave art provides information about early humans, such as the clothing they wore, the animals they hunted, and the tools and weapons they used. This information helps scientists determine how humans lived before people began writing. Some experts believe that early humans used cave art to try to explain their world.

Vocabulary

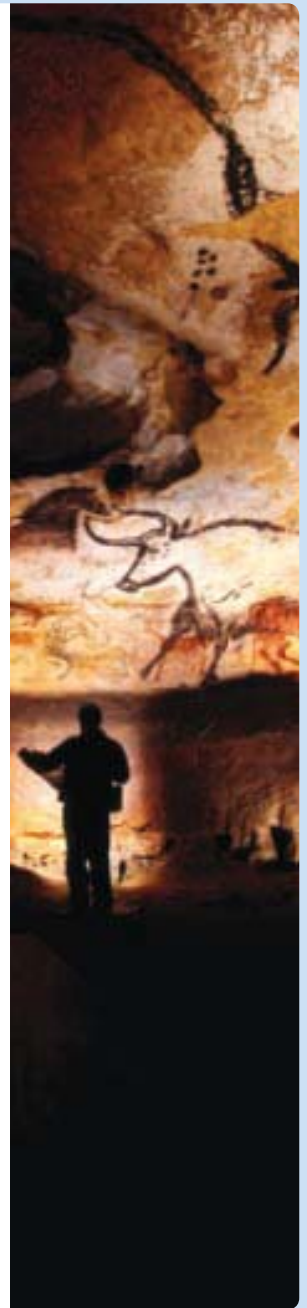
artifacts (är'tə fakts') *n.* human-made objects used in the daily life of an ancient civilization (p. 265). *The history museum displays many artifacts from early cultures.*

probing (prōb' ing) *v.* carrying out a thorough investigation or examination (p. 265). *The submarine was probing the ocean floor in search of new forms of life.*

intricately (in'tri kit lē) *adv.* in a complex way; in an elaborate manner (p. 265). *The intricately designed vase had overlapping patterns.*

plateau (plā tō') *n.* elevated, fairly flat land area (p. 268). *The ruins of the ancient Aztec city are on a plateau overlooking the countryside.*

inhabitants (in hab'ət əntz) *n.* persons or animals that live permanently in a place (p. 268). *The inhabitants of the village fled when the volcano began to erupt.*



262 UNIT 2 Why Read?

English Learners

DIFFERENTIATED INSTRUCTION 

Vocabulary Preteaching Direct students attention to the vocabulary words in the box on page 262. Have students draw a picture that illustrates each of the vocabulary words. Beneath each picture, have them write a sentence in which the vocabulary word is used to describe the picture.”

Approaching Level

DIFFERENTIATED INSTRUCTION 

 **Vocabulary Preteaching** Have students work in small groups to alter the definitions for these words from the definitions given. For example: *artifacts*: objects made by people who lived in the past and useful to them in daily work; hand-made items of ancient peoples, discovered by archeologists.

Set Purposes for Reading

BQ BIG Question

As you read, ask yourself, why is it important to preserve ancient art?

Literary Element Text Structure

Text structure is the way a piece of writing is organized. When writers use **problem-and-solution** structure, they state a problem and suggest a solution. Sometimes they suggest many solutions. Of course, it's up to you to decide whether they are right.

Writers of nonfiction articles often use a problem-and-solution structure. For example, the article "These Walls Can Talk" presents the problem that ancient rock art is being destroyed. The article then offers solutions to this problem.

As you read, ask yourself, what specific problems and solutions does this article mention?

Reading Skill Identify Cause-and-Effect Relationships

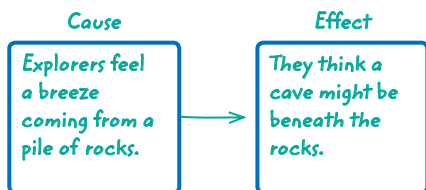
A **cause** is an event that makes something happen. What happens as a result of the cause is an **effect**. For example, if you don't study for a test (cause), you might get a failing grade (result).

Identifying cause-and-effect relationships in nonfiction articles will help you understand why certain events happen. For example, the following article discusses what is happening to ancient art (effects) and why (causes).

As you read, use these tips to identify cause-and-effect relationships:

- Ask yourself, what happened because of an event?
- Think about other causes and effects the event led to.
- Look for signal words and phrases such as *because*, *since*, and *as a result*.

Record causes and effects as you read. You may find it helpful to use a graphic organizer like the one below.



Learning Objectives

For pages 262–270

In studying this text, you will focus on the following objectives:

Literary Study: Analyzing problem/solution.

Reading: Analyzing cause/effect.

Writing: Writing a letter.

TRY IT

Identify Cause-and-Effect Relationships You forget to return a library book. Then you get a note that says you must pay a fine. What is the cause of the fine? What will be the effect if you don't return the book soon?

Before You Read

Focus

Summary

In France, explorers discover 20,000-year-old cave art and preserve it by creating replicas in another cave. In Africa, rock art begins to vanish due to sunlight, water, and other causes. Experts photograph the art to record its images. In Australia, scientists find art dating back 50,000 years.

For summaries in languages other than English, see Unit 2 Teaching Resources, pp. 168–173.

Literary Element

Text Structure As students read, have them ask these questions:

Find the Problem

- Is something going wrong?
- Is something bad happening?

Find the Solution

- Who cares about the problem?
- Are they taking action?
- What action are they taking?
- Is it working?

Reading Skill

Identify Cause-and-Effect Relationships

Tell students that they think about cause and effect all the time in everyday life. **Ask:** *Why did you come to school today? What will happen if you don't do all your chores?* Tell students to use the same skills as they read the article.

TRY IT

The cause of the fine is that I didn't return my book. If I don't return the book, the effect will be another fine.

These Walls Can Talk 263

Approaching Level

DIFFERENTIATED INSTRUCTION

Established Explain to students that previewing is looking over a selection before they read it. When students preview, they will look over a selection's title, heads, and graphics to get an idea of what they are about to read. Ask students to read the title of the article, preview the illustrations, and make predictions about the selection. Remind students that nonfiction articles often use a problem-and-solution text structure. Tell students to consider this

text structure when they preview and make predictions about nonfiction articles. **Ask:** *What problems do you think the selection will present? How do you think they will be solved?* Have students write about their predictions. After reading the article, students may confirm whether their predictions came true.

Teach

Reading Skill

1

Identify Cause-and-Effect Relationships

The explorers think a cave is beneath the pile of rocks.

APPROACHING Say: **Record the cause and the effect in your chart.**

(Cause: The explorers think a cave is beneath the pile of rocks. Effect: The explorers go into the tunnel.)



For additional reading skill or strategy practice, see Unit 2 Teaching Resources, p. 175.

Cultural History

Chauvet Cave The Chauvet Cave is about 1,300 feet long—the length of over four football fields! The cave has two major parts, which prehistoric artists used in different ways. In the first part, the images are mostly red. In the second part, the animals are mostly black. The Horse Panel and the Panel of Lions and Rhinoceroses are the most amazing images.



For an audio recording of this selection, use Listening Library Audio CD-ROM.

Readability Scores

Dale-Chall: 8.8

DRP: 68

Lexile: 1230



If you're looking for archaeological finds that really rock, you can travel to Europe, Africa, and Australia to find some of the earliest examples of the human creative spirit.

Exploring Europe's Caves

1

In 1994, three people exploring a cliff in southeastern France felt a breeze wafting¹ from a pile of rock and debris. "That was a sign that there was a cave beneath it," recalls Jean-Marie Chauvet. With his companions, Chauvet cleared away an opening, then wriggled through a tunnel into a complex of large caves.

¹ **Wafting** means "floating or conveyed, such as on the wind."

264 UNIT 2 Why Read?

Vocabulary Practice

Use Word Parts Tell students that many English words have parts that come from Latin and Greek words. A Greek or Latin word part can be used in English as a prefix, a suffix, or a base word. Point to the word *anthropologist* on page 265. The word part *anthropo-* comes from the Greek root *anthroopikos*, which means human being. The suffix *-logist* comes from the Latin word *logia*, which indicates that something is a field of study. **Ask:** Can you think of any other English words that end with

-logist? (geologist, archaeologist). Challenge students to look up their words in a dictionary to find out whether the first part of the word comes from a Greek or Latin root. (For example, *geo* comes from the Greek word *ge*, meaning "Earth"). Discuss how recognizing a Greek or Latin word part can help students to understand the meaning of an unfamiliar word.

Identify Cause-and-Effect Relationships What caused the explorers to go into the tunnel?

Teach

BQ BIG Question

Students are likely to say that scientists can learn what animals existed at the time and what activities were important to the ancient people.

Literary Element

2

Text Structure Unrestricted access to this cave damages the artwork.



For additional literary element practice, see Unit 2 Teaching Resources, p. 174.

Then, in the pale glow of their headlamps, the explorers noticed two red lines on a cavern wall. Chauvet recognized the markings as “characteristic of the Stone Age.” They had discovered an immense archaeological trove² and, presumably, a clear window on prehistoric life.

Six days later they returned with portable lighting and plastic sheets that they spread about to avoid disturbing **artifacts** on the cavern floors. **Probing** deeper into the cavern system, they began coming upon exquisite, **intricately** detailed wall paintings and engravings of animals, as well as numerous images of human hands, some in red, others in black pigment.³ “I thought I was dreaming,” says Chauvet.

The art was in pristine⁴ condition, apparently undisturbed for up to 20,000 years. The walls show images of lions, bison, deer, bears, horses, and some 50 woolly rhinos.

For now, tourists are not allowed in this amazing cave. The French Culture Ministry has put the Chauvet cave off-limits to all but a handful of anthropologists⁵ and other experts. The French learned a lesson from a cave at Altamira in Spain, another site where amazing rock art has been discovered. Early unrestricted access to this Spanish cave obliterated⁶ archaeological clues and led to the rapid deterioration of artwork. At another well-known site of cave art in France—the Lascaux caves—the caves have also been sealed. Visitors tour a carefully created replica instead.

² A **trove** is a collection of valuable objects.

³ A **pigment** is a substance used for coloring.

⁴ Something that is **pristine** is pure and unspoiled.

⁵ **Anthropologists** are scientists who study the physical, cultural, and behavioral development of humans.

⁶ **Obliterated** means “destroyed completely; removed all traces of.”

Vocabulary

artifacts (är'tə fəkt's) *n.* human-made objects used in the daily life of an ancient civilization

probing (prōb'ing) *v.* carrying out a thorough investigation or examination

intricately (in'tri kit lē) *adv.* in a complex way; in an elaborate manner

BQ BIG Question

What can scientists learn about the traditions of ancient peoples from their paintings?

2

Text Structure What problem has been identified?

These Walls Can Talk 265

English Learners

DIFFERENTIATED INSTRUCTION



Beginning Describe a photo from the selection and have students repeat: *This is a cave. These are drawings. The drawings are on the wall. A man is looking at the drawings.*
Ask: *Are the drawings of people or animals? Would you like to go into this cave?* Help students answer.

Intermediate Have students describe the photo. **Ask:** *Why do you think the people drew the animals? What were they trying to communicate? How do you communicate with friends and family?* Restate what students say in complete sentences.

Advanced Complete the Intermediate task. Explain that the title “These Walls Can Talk” means that art on the walls communicates with us. Have students list ways in which people communicate and discuss their favorite ways.

UNIT TWO

Reading Skill

1

Identify Cause-and-Effect

Relationships The artwork may disappear entirely.

APPROACHING **Say:** Record the cause and the effect in your chart. *(Cause: We don't save the ancient artwork. Effect: The artwork may disappear entirely.)*

Literary Element

2

Text Structure They photograph as much art as they can.



Scientists date these ancient drawings by Australian Aborigines to 23,000 B.C.

View the Art Why do you think the early people of Australia created such detailed rock art?

View the Art

Ask: What clues do the ancient carvings give you about our prehistoric ancestors? *(Our ancestors were interested in animals such as giraffes. They may have hunted them for food and clothing.)*

Saving the Rock Art of Africa

Equally beautiful works can be found in great abundance⁷ on rock shelters, walls, and overhangs throughout the African continent. Unfortunately, these ancient masterpieces are deteriorating at an alarming rate, and they may disappear entirely unless something is done to save them.

In an effort to record Africa's vanishing trove of rock art, David Coulson, a Nairobi-based photographer, and Alexander Campbell, former director of Botswana's National Museum and Art Gallery, began crisscrossing the continent. They visited known sites and stumbled across new ones, photographing as much of the art as they could. Campbell is convinced that if examples of Africa's rock art were counted, they would total many hundreds of thousands of individual images.

⁷ **Abundance** means "plentiful or overflowing supply."

Identify Cause-and-Effect Relationships What may happen if we don't save the ancient artwork?

Text Structure What is Coulson and Campbell's solution to the problem of vanishing rock art?

Reading Practice

Distinguish Fact and Opinion Explain to students that authors may include their own opinions in a text that is written primarily to inform. Good readers must be suspicious of an author's biases and opinions presented as facts. There are many ways in which authors try to persuade. They can make false

generalizations, such as "Everyone loves apples." They may use faulty reasoning to link two statements. They may also use "loaded" words, such as *ridiculous* and *terrific*, to influence readers. Point out the author's calling Africa's rock art a "trove." **Ask:** Why might *trove* be considered a loaded

word? *(the word implies that the rock art is valuable)* Have students find another example of a loaded word in the article. *(ancient masterpieces)*

Ancient paintings in a cave in Libya (northern Africa) show giraffes and other large wild animals.



Everywhere Coulson and Campbell went, they found images dulled by sunlight, wind, and water, and damaged by chemical seepage from mining operations, tourism, and outright vandalism. An unthinking tourist, unaware of the art's significance and value, can be much more than just a nuisance. Amateur photographers have been known to throw water and cola drinks on the art to enhance its contrast and make the colors more vivid.

3

Identify Cause-and-Effect Relationships What causes of art damage and deterioration are given in this paragraph?

These Walls Can Talk 267

Reading Skill

3

Identify Cause-and-Effect

Relationships Causes of damage include sunlight, wind, water, chemical seepage from mining, tourism, vandalism, and cola thrown on art to enhance the colors.

APPROACHING **Say:** Record the causes and the effect in your chart. (Causes: sunlight, wind, water, chemical seepage from mining, tourism, vandalism, and cola thrown on art. Effect: The art deteriorates.)

Approaching Level

DIFFERENTIATED INSTRUCTION



Emerging Explain to students that authors do not always use signal words and phrases when using a cause-and-effect text structure. Tell students that summarizing can help them identify causes and effects in the text. Remind students that a summary is a short statement of the most important ideas in a passage. When summarizing, readers identify what

the passage or text is about and then restate the most important ideas in their own words. Encourage students to apply the strategy in a Think Aloud. For example, **Say:** Amateur photographers sometimes throw water and cola drinks on rock art to make it easier to see. But the water and the cola cause the rock art to deteriorate.

UNIT TWO

Literary Element

1

Text Structure Students will probably say that the writer ends the essay this way to drive home the point that ancient rock art is precious and must be preserved.

To check students' understanding of the selection, see Unit 2 Teaching Resources, pp. 179–180.

How Old is the Rock Art of Australia?

The Australian continent abounds in Aboriginal⁸ rock art, both paintings and engravings. Much of it lies in a 1,500-mile-long, boomerang-shaped area along the country's north coast.

Archaeologist Darrell Lewis of the Australian National University estimates that there are at least 10,000 rock-art sites on the Arnhem Land plateau alone, in the Northern Territory. "Each of these sites," he says, "can have several hundred paintings." But unlike early inhabitants of Europe, who often decorated caves over a short period and then abandoned them, the Australian Aborigines would return over and over to the same sites. This is a practice that still goes on today. Unraveling the history of a single site can thus be extremely complicated.

How old is Australia's art? It is clear that artists were at work in Australia at roughly the same time as their European cousins. Anthropologist Alan Thorne of the Australian National University claims that a small piece of red ochre (a kind of clay), dated to 50,000 years ago, was worn down on one side—like a piece of chalk—by humans. "Whether it was ground to paint a shelter or a person or part of a wall, I don't think anyone would disagree that it is evidence of art," says Thorne.

These ancient masterpieces found around the world offer windows into the rich lives of our prehistoric ancestors. But if nothing is done to save and preserve the rock art, some of these windows could close forever. 🗑️

⁸ **Aboriginal** rock art was created by the earliest people who lived in Australia.

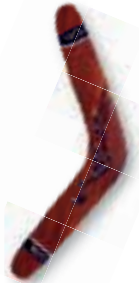
Vocabulary

plateau (pla tō') *n.* elevated, fairly flat land area

inhabitants (in hab'ət əntz) *n.* persons or animals that live permanently in a place

Visual Vocabulary

A boomerang is a flat, curved piece of wood that can be thrown so as to return to the thrower.



Text Structure Why does the writer end the essay this way? What idea does the writer want readers to take away?



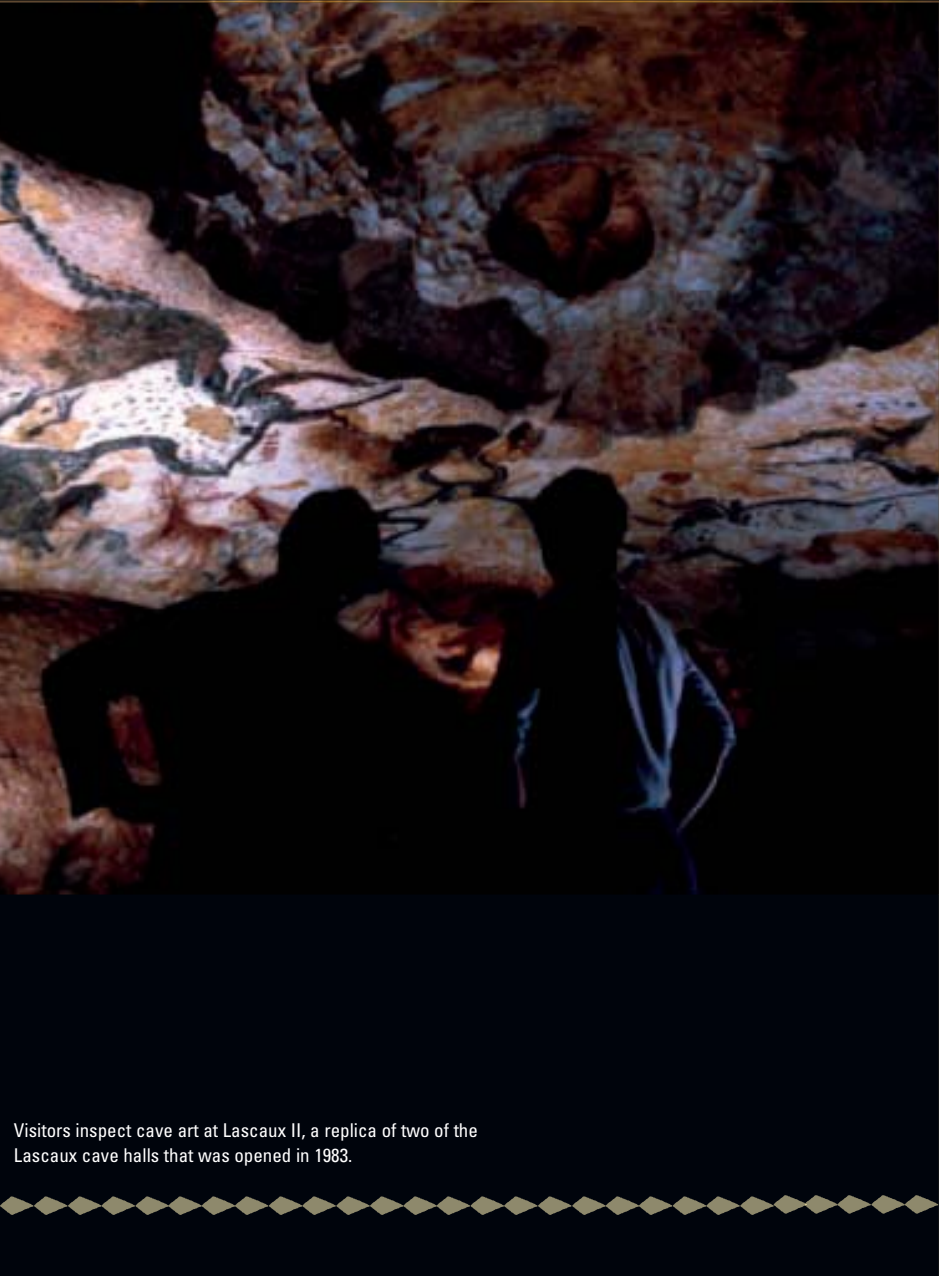
Writing Practice

Make a Word Web Write "ancient cave art" in the center of a word web. Have students use the article to find words and phrases that describe it. Model filling in the first circle.

Say: The author describes ancient cave art as "windows." So I'll write "windows" in the first circle. What other descriptive words does the author use? (masterpieces, clues, trove, paintings, engravings, images)

Cultural History

Lascaux Once it opened to the public in 1948, the cave at Lascaux underwent some immediate changes. Thousands of annual visitors, the creation of walkways, and the implementation of artificial light all brought about a transformation in the cave's environment that led to its closing to the public in 1963. The 1983 opening of its partial replica, Lascaux II, was intended to share once again the imagination of the original artists without losing their work to deterioration.



Visitors inspect cave art at Lascaux II, a replica of two of the Lascaux cave halls that was opened in 1983.

These Walls Can Talk 269

Approaching Level

DIFFERENTIATED INSTRUCTION



Established Discuss with students the use of art to communicate. Remind them that in most cultures, stories were told first using pictures and symbols. Have students get into small groups and then give them a basic storyline. Each group may use a different set of drawings and symbols to represent events in

the story. They may repeat symbols. They must limit their story to ten drawings. After creating the story, have them practice telling it within their small groups, using their drawings. Volunteers may draw their symbols on the board and share their stories with the whole class.

After You Read

Assess

 For additional assessment, see Assessment Resources, pp. 77–78.

Respond and Think Critically

Possible answers:

1. Three explorers felt a breeze from a pile of rocks and suspected that a cave was beneath it.
2. They believe it is important to preserve these works of art for future generations.
3. The early Europeans often abandoned the caves after creating art, but the Australian Aborigines and their descendants continued to use the same sites over and over.
4. The main problem is how to keep prehistoric cave art from deteriorating while retaining its accessibility. Some solutions are to close caves to tourists, create replicas that people can tour, and take photographs of art.
5. Six causes of damage to ancient artwork are sunlight, wind, water, chemical seepage from mining operations, tourism, and vandalism. Natural causes are sunlight, wind, and water. Humans cause chemical seepage, tourism, and vandalism.
6. Students' answers should focus on the historical and artistic value of the object they have chosen to preserve.

Vocabulary Practice

1. in a museum of ancient cultures
2. an elaborate oil painting
3. a mountainous area
4. the planet Earth
5. during an investigation of a crime

After You Read

Respond and Think Critically

1. What led to the discovery of the Chauvet cave in France? **[Recall]**
2. Why have David Coulson and Alexander Campbell taken the time to photograph rock art around the world? **[Infer]**
3. What difference between European and Australian traditions of creating art in caves does the article describe? **[Contrast]**
4. **Literary Element Text Structure** What main problem is discussed in this selection, and what solutions are described? **[Summarize]**
5. **Reading Skill Identify Cause-and-Effect Relationships** Name six causes of damage to ancient artwork. Which of these causes are natural? Which are human-made? **[Analyze]**
6. **BQ BIG Question** If you were given the task of preserving a single work of art made in the present day, what might you do? Explain. **[Evaluate]**

Vocabulary Practice

Respond to these questions on a separate sheet of paper.

1. Where can you see **artifacts**—in the night sky or in a museum of ancient cultures?
2. What is an example of **intricately** designed art—a simple stick figure or an elaborate oil painting?
3. Which of these places might have a **plateau**—a mountainous area or a frozen lake?
4. Which of these has human **inhabitants**—the planet Earth or the Moon?
5. When is a detective **probing** for answers—during an investigation into a crime or after the crime has been solved?

Writing

Write a Letter Imagine that you are a world traveler who photographs ancient art. You want to write a letter to a newspaper to convince people to preserve this art. Think about why ancient art is important. Present the problem that ancient rock art is being destroyed and call for action to save and preserve it. Include appropriate supporting arguments and detailed evidence.

TIP

Contrasting

Here are some tips to help you contrast. Remember that when you contrast, you look for ways in which two or more things are different.

- Reread how early Europeans used caves.
- Reread how Australian Aborigines used caves.
- Think about what the two groups did differently.

FOLDABLES Study Organizer

Keep track of your ideas about the **BIG Question** in your unit Foldable.

Literature Online

Selection Resources

For Selection Quizzes, eFlashcards, and Reading-Writing Connection activities, go to glencoe.com and enter QuickPass code GL19756u2.

270 UNIT 2 Why Read?

Writing

Write a Letter Letters will vary but should tell why rock art is important and should persuade readers to help preserve such art. Students should identify the problem and offer at least one solution.

Progress Check

Can students comprehend vocabulary?

If...fewer than 2 answers are correct

Then...  Glencoe Interactive Vocabulary CD-ROM.

Focus

Bellringer Options

 Literature Launchers: Pre-Reading Videos DVD, Selection Launcher

Selection Focus Transparency 7 Daily Language Practice Transparency 53

Or ask students to recall the first story they were ever told, whether from a book or from a movie. Why do they remember it? What did they learn from it? What stories is it important to pass on?

Literary Element

Characters Encourage students to discuss other trickster characters with whom they are familiar. **Ask:** What is cleverness? How can it help someone win a fight or a competition?

Reading Skill

Compare and Contrast Remind students that people's similarities and differences come across in many different ways. Among other things, we compare people based on what they say, how they say it, how they look, and how they act. Ask students for examples of qualities in each category.

Approaching Level

DIFFERENTIATED INSTRUCTION 

Emerging Have students create illustrations to accompany these folktales. Have students retell the folktales to classmates, displaying the illustrations as appropriate. If time permits, create a class anthology for a class in a lower grade.

Comparing Literature

He Lion, Bruh Bear, and Bruh Rabbit and The Toad and the Donkey

BQ BIG Question

As you read these folktales, think about the life lessons you can learn from the lion in "He Lion, Bruh Bear, and Bruh Rabbit" and the donkey in "The Toad and the Donkey."

Literary Element Characters

You've learned that a **character** is a person or a creature in a literary work. Folktales sometimes have characters called tricksters. A **trickster** is usually smaller and weaker than the opponent but has the advantage of cleverness. As you read these folktales, look for tricksters who outwit their opponents.

Reading Skill Compare and Contrast

You compare and contrast in your daily life whenever you look for similarities and differences. When you meet new people, you look for ways that you are alike and ways that you are different.

You can deepen your understanding of a story by **comparing and contrasting** characters. On the following pages, you'll compare and contrast the characters in "He Lion, Bruh Bear, and Bruh Rabbit" with the characters in "The Toad and the Donkey." Use a chart like the one below to record details about the similarities and differences among the characters.

Character	Words that describe personality	Words that describe appearance	Is the character a trickster?
he Lion			
Bruh Bear			
Bruh Rabbit			
Toad			
Donkey			

Learning Objectives

For pages 271–279

In studying these texts, you will focus on the following objectives:

Literary Study: Analyzing character.

Reading: Comparing and contrasting characters.

Meet the Authors



Virginia Hamilton

Virginia Hamilton's grandfather's story of his escape from slavery made her interested in stories as a way of preserving heritage.



Toni Cade Bambara

Toni Cade Bambara was a professor, writer, and activist. She took the name *Bambara* after she found the name on a sketchbook.



Author Search For more about Virginia Hamilton and Toni Cade Bambara, go to glencoe.com and enter QuickPass code GL19756u2.

English Learners

DIFFERENTIATED INSTRUCTION 

Intermediate Ask students to research examples of folktales from their native languages and to tell the stories orally to the class. What similarities and differences do students recognize between these folktales and American folktales? What lessons do folktales seem to teach regardless of culture?

Teach

Teaching Note

African American Vernacular English

Point out that the narrator and many of the characters in “He Lion, Bruh Bear, and Bruh Rabbit” use nonstandard verb forms, such as

- What we gone do (*What are we going to do?*, missing the auxiliary verb *are*)
- Squirrel leapin (*Squirrel was leaping*, missing final *g* sound and auxiliary verb *was*)
- He think him the king (*Does he think he’s the king?*, missing auxiliary verbs *does* and *is*; subject *he* changed to *him*)

Have students read the sentences out loud and then repeat them in standard English. Ask them to notice patterns in the dialect and the standard English.

Cultural History

Trickster Character Bruh Rabbit figures as a trickster character in numerous American folktales, especially those of the South. The character is also called Brer Rabbit. Both *Bruh* and *Brer* are short for *Brother*. The character derives from tricksters in African folktales.

For an audio recording of this selection, use Listening Library Audio CD-ROM.

Readability Scores

Dale-Chall: 4.5
DRP: 48
Lexile: 480

He Lion, Bruh Bear, and Bruh Rabbit

Virginia Hamilton

Emma’s Lion, 1994. Christian Pierre. Acrylic on canvas. Private Collection.



272 UNIT 2 Why Read?

Literary Element Practice

Dialect Explain that “He Lion, Bruh Bear, and Bruh Rabbit” and “The Toad and the Donkey” are both told in dialect—a form of writing that mimics the way people speak in a certain region. Dialect often uses unusual spelling and grammar because it follows the sounds and patterns of casual, everyday speech. Students

who struggle to understand it on the page should read it out loud to one another. Students who enjoy it may want to read other writers who use dialect, such as Mark Twain.

Say that he Lion would get up each and every mornin. Stretch and walk around. He'd roar, "ME AND MYSELF. ME AND MYSELF," like that. Scare all the little animals so they were afraid to come outside in the sunshine. Afraid to go huntin or fishin or whatever the little animals wanted to do.

"What we gone do about it?" they asked one another. Squirrel leapin from branch to branch, just scared.

Possum playin dead, couldn't hardly move him.

He Lion just went on, stickin out his chest and roarin, "ME AND MYSELF. ME AND MYSELF."

The little animals held a sit-down talk, and one by one and two by two and all by all, they decide to go see Bruh Bear and Bruh Rabbit. For they know that Bruh Bear been around. And Bruh Rabbit say he has, too.

So they went to Bruh Bear and Bruh Rabbit. Said, "We have some trouble. Old he Lion, him scarin everybody, roarin every mornin and all day, 'ME AND MYSELF. ME AND MYSELF,' like that."

"Why he Lion want to do that?" Bruh Bear said.

"Is that all he Lion have to say?" Bruh Rabbit asked.

"We don't know why, but that's all he Lion can tell us and we didn't ask him to tell us that," said the little animals. "And him scarin the children with it. And we wish him to stop it."

"Well, I'll go see him, talk to him. I've known he Lion a long kind of time," Bruh Bear said.

"I'll go with you," said Bruh Rabbit. "I've known he Lion most long as you."

That bear and that rabbit went off through the forest. They kept hearin somethin. Mumble, mumble. Couldn't make it out. They got farther in the forest. They heard it plain now. "ME AND MYSELF. ME AND MYSELF."

"Well, well, well," said Bruh Bear. He wasn't scared. He'd been around the whole forest, seen a lot.

"My, my, my," said Bruh Rabbit. He'd seen enough to know not to be afraid of an old he lion. Now old he lions could be dangerous, but you had to know how to handle them.

Visual Vocabulary

Possum is the informal form of *opossum*. An opossum is a small mammal native to North, Central, and South America. It has a white, pointed snout, a hairless, ratlike tail, and long, coarse, usually gray-and-white fur. When frightened, the opossum lies motionless, as if it were dead.



Comparing Literature One way to learn about a character's personality is through other characters' reactions to that character. What do you learn about he Lion from the little animals? List the details about he Lion on your comparison chart.

2

Comparing Literature Why isn't Bruh Bear or Bruh Rabbit afraid of he Lion?

Comparing Literature

Teach

Comparing Literature

1

He Lion roars loudly every morning and scares all the little animals. He Lion roars "ME AND MYSELF." He is proud and self-centered.

APPROACHING Say: He Lion seems to be a bit of a bully. He doesn't care how his actions affect the other characters. He enjoys being loud and frightening. Have you ever met anyone like he Lion? How could you outsmart that person? Draw students into discussions of ways they might apply the folktale's lessons to their lives.



For additional reading skill or strategy practice, see Unit 2 Teaching Resources, pp. 182–189.

Comparing Literature

2

Bruh Bear and Bruh Rabbit have both been around a long time and have seen many things. They know he Lion and how to handle him.

COMPARING LITERATURE 273

English Learners

DIFFERENTIATED INSTRUCTION



Intermediate English learners may struggle with the unusual spellings and grammatical structures. Remind them that spoken English is rarely perfectly standard. Assign students the parts of Bruh Rabbit, Bruh Bear, and he Lion. Have them read the characters' exchange

aloud as a dialogue. Explain that neither Bruh Rabbit nor Bruh Bear always tells the truth, so their words (such as "Well, well, well") may not reflect what they are really thinking. Some students may find it helpful to summarize the scene orally before reading the dialogue.

Teach

Comparing Literature

1

He Lion doesn't care about others and thinks he is the king of the forest.

Comparing Literature

2

He Lion looks down on Bruh Rabbit because he is small and scrawny but respects Bruh Bear because of his size. He Lion's attitude shows he judges others by physical appearance alone.

Writer's Technique

Dialogue Tools Writers use a variety of tools to make written dialogue feel like actual dialogue. The capital letters and italics in he Lion's speech show how loudly he speaks. The dialect of all the characters makes them seem more real. Many of the characters speak in sentence fragments, just as people do in real life. **Ask: Do you find the characters' speech realistic? Why or why not?** (Students should give reasons for their opinions.)

The bear and the rabbit climbed up and up the cliff where he Lion had his lair.¹ They found him. Kept their distance. He watchin them and they watchin him. Everybody actin cordial.²

"Hear tell you are scarin everybody, all the little animals, with your roarin all the time," Bruh Rabbit said. "I roars when I pleases," he Lion said.

"Well, might could you leave off the noise first thing in the mornin, so the little animals can get what they want to eat and drink?" asked Bruh Bear.

"Listen," said he Lion, and then he roared: "ME AND MYSELF. ME AND MYSELF. Nobody tell me what not to do," he said. "I'm the king of the forest, *me and myself*."

"Better had let me tell you somethin," Bruh Rabbit said, "for I've seen Man, and I know him the real king of the forest."

He Lion was quiet awhile. He looked straight through that scrawny lil Rabbit like he was nothin atall. He looked at Bruh Bear and figured he'd talk to him.

"You, Bear, you been around," he Lion said.

"That's true," said old Bruh Bear. "I been about everywhere. I've been around the whole forest."

"Then you must know somethin," he Lion said.

"I know lots," said Bruh Bear, slow and quiet-like.

"Tell me what you know about Man," he Lion said. "He think him the king of the forest?"

"Well, now, I'll tell you," said Bruh Bear, "I been around, but I haven't ever come across Man that I know of. Couldn't tell you nothin about him."

So he Lion had to turn back to Bruh Rabbit. He didn't want to but he had to. "So what?" he said to that lil scrawny hare.

"Well, you got to come down from there if you want to see Man," Bruh Rabbit said. "Come down from there and I'll show you him."

He Lion thought a minute, an hour, and a whole day. Then, the next day, he came on down.

¹ A *lair* is the home or resting place of a wild animal.

² When people are *acting cordial*, they are being polite and friendly.

Comparing Literature What does he Lion's answer reveal about him?

Comparing Literature Why does he Lion look down on Bruh Rabbit but respect Bruh Bear? What does he Lion's attitude say about him?

Reading Practice

Retelling Explain that folktales such as these are part of the oral tradition—the telling of stories from person to person over the years. No two people will tell a story exactly alike. Have students study the story, write down its main points, and practice telling it to a small

group in their own style. After everyone has taken a turn retelling, ask students what they noticed about different styles of storytelling. Who used humor? Who added memorable details? How did retelling help them understand and remember the folktales?

He roared just once, “ME AND MYSELF. ME AND MYSELF. ME AND MYSELF. Now,” he said, “come show me Man.”

So they set out. He Lion, Bruh Bear, and Bruh Rabbit. They go along and they go along, rangin the forest. Pretty soon, they come to a clearin. And playin in it is a little fellow about nine years old.

“Is that there Man?” asked he Lion.

“Why no, that one is called Will Be, but it sure is not Man,” said Bruh Rabbit.

So they went along and they went along. Pretty soon, they come upon a shade tree. And sleepin under it is an old, olden fellow, about ninety years olden.

“There must lie Man,” spoke he Lion.

“I knew him wasn’t gone be much.”

“That’s not Man,” said Bruh Rabbit.

“That fellow is Was Once. You’ll know it when you see Man.”

So they went on along. He Lion is gettin tired of strollin. So he roars, “ME AND MYSELF. ME AND MYSELF.” Upsets Bear so that Bear doubles over and runs and climbs a tree.

“Come down from there,” Bruh Rabbit tellin him. So after a while Bear comes down. He keepin his distance from he Lion, anyhow. And they set out some more. Goin along quiet and slow.

In a little while they come to a road. And comin on way down the road, Bruh Rabbit sees Man comin. Man about twenty-one years old. Big and strong, with a big gun over his shoulder.

“There!” Bruh Rabbit says. “See there, he Lion? There’s Man. You better go meet him.”

“I will,” says he Lion. And he sticks out his chest and he roars, “ME AND MYSELF. ME AND MYSELF.” All the way to Man he’s roarin proud, “ME AND MYSELF,



The Nightowls, 1994.
Christian Pierre. Acrylic on canvas. Private Collection.

View the Art Which scene in the story does this painting remind you of? Why?

3

Comparing Literature What do you learn about Bruh Rabbit and Bruh Bear from their words and actions?

Comparing Literature

Teach

Comparing Literature

3

Bruh Rabbit is braver than Bruh Bear even though Bruh Bear is much bigger. Bruh Bear runs away and climbs a tree when he hears he Lion roar. Bruh Rabbit orders Bruh Bear to come down from the tree and continue the search for Man.

ENGLISH LEARNERS If students struggle with keeping characters straight, have them compare Bruh Rabbit and Bruh Bear. **Ask:** **Who is larger?** (*Bruh Bear*) **Who is smarter?** (*Bruh Rabbit*) **Who talks more?** (*Bruh Rabbit*)

View the Art

The picture may remind students of the scene when he Lion asks if a young boy they see in the forest is Man.

COMPARING LITERATURE 275

Advanced Learners

DIFFERENTIATED INSTRUCTION



Tell a Story in Dialect Invite advanced students to tell another familiar story—a fairy tale or a fable—in dialect. Suggest that they start by telling the story to one another, paying attention to each other’s personal choice of words and speech patterns. Remind them to

think about which words and phrasings seem to get a good response from listeners. Then have them write down their stories in dialect, adjusting spelling and grammar accordingly.

Teach

Comparing Literature

1

He is more humble and has learned to respect Man. He is quieter and does not always frighten the other animals.

ME AND MYSELF!"

"Come on, Bruh Bear, let's go!" Bruh Rabbit says.

"What for?" Bruh Bear wants to know.

"You better come on!" And Bruh Rabbit takes ahold of Bruh Bear and half drags him to a thicket. And there he makin the Bear hide with him.

For here comes Man. He sees old he Lion real good now. He drops to one knee and he takes aim with his big gun.

Old he Lion is roarin his head off: "ME AND MYSELF! ME AND MYSELF!"

The big gun goes off: PA-LOOOM!

He Lion falls back hard on his tail.

The gun goes off again. PA-LOOOM!

He Lion is flyin through the air. He lands in the thicket.

"Well, did you see Man?" asked Bruh Bear.

"I seen him," said he Lion. "Man spoken to me unkind, and got a great long stick him keepin on his shoulder. Then Man taken that stick down and him speakin real mean. Thunderin at me and lightnin comin from that stick, awful bad. Made me sick. I had to turn around. And Man pointin that stick again and thunderin at me some more. So I come in here, cause it seem like him throwed some stickers at me each time it thunder, too."

"So you've met Man, and you know zactly what that kind of him is," says Bruh Rabbit.

"I surely do know that," he Lion said back.

Awhile after he Lion met Man, things were some better in the forest. Bruh Bear knew what Man looked like so he could keep out of his way. That rabbit always did know to keep out of Man's way. The little animals could go out in the mornin because he Lion was more peaceable. He didn't walk around roarin at the top of his voice all the time. And when he Lion did lift that voice of his, it was like, "Me and Myself and Man. Me and Myself and Man." Like that.

Wasn't too loud atall. 🐾

Comparing Literature How does he Lion's personality change after his encounter with Man?

276 UNIT 2 Why Read?

Writing Practice



Trickster Tales As a class, discuss the characteristics of tricksters and their adversaries. Ask students such questions as

- Does a trickster usually rely on strength or on intelligence? (*Intelligence*)
- What kind of character does a trickster usually outwit? (*Someone bigger and stronger*)
- Is a trickster usually fast or slow in movement and speech? (*Fast*)

- What kind of animals are tricksters? (*They are usually small, fast-moving animals, such as rabbits, toads, or spiders.*)
- What kind of problems do tricksters often face? (*They often face a threat from someone bigger than they are. Sometimes the problem is one of survival; sometimes it's just mischief.*)

Have students write their own brief trickster tales, using these characteristics as a guide.

Have them think about animals that would make good tricksters. Have them think about conflicts such as problems with bullies. Invite volunteers to tell their tales to the class.

Teach

Comparing Literature

1

The Donkey thinks that he's "the fastest dude around here" and that a little old hop frog could never beat him in a race.

APPROACHING Remind students to fill in details from this folktale in their comparison charts. Make sure they understand that they will be comparing this story against "He Lion, Bruh Bear, and Bruh Rabbit."

Cultural History

African American Folktales You've heard that knowledge is power. In the 1800s, when slavery still existed, that was especially true. In some places, it was illegal to teach a slave to read. Slave owners worried that if slaves could read, they would get ideas about freedom and fairness. But slaves still found ways to pass on the stories and songs of Africa. The oral tradition—the spoken word—kept these ideas alive.

Readability Scores

Dale-Chall: 4.5
DRP: 47
Lexile: 810



The Toad and the Donkey

Toni Cade Bambara

One day Brother Spider didn't have nothing better to do so he asked ole Toad and ole Donkey to have a race across the island.

The donkey said, "What? You want me, the fastest dude around here, to race that little old hop frog. I've got a reputation, you know."

And the toad said, "Never mind all that, Big Mouth—let's race."

The donkey thought to himself, this is ridiculous. But since Brother Spider always had good prizes (Brother Spider was a terrific thief), he agreed.

"O.K.," said Spider. "The only rule is that Brother Donkey has to howl every mile so we can know where you all are."

1

Comparing Literature What does Donkey think of himself? What does he think of Toad?

COMPARING LITERATURE 277

English Learners

DIFFERENTIATED INSTRUCTION

Beginning Make sure students understand Bambara's dialect, which differs slightly from Hamilton's. Point out words and phrases such as

- *hop frog* (frog)
- *ole* (old)
- *trickified* (tricky)
- *got a move on* (hurried)

Approaching Level

DIFFERENTIATED INSTRUCTION

Emerging Have students act out the race so that they understand how the Toad family fools Donkey. Assign students the roles of Brother Spider, Donkey, Toad, Uncle Julius, Aunt Minnie, and Cousins Emery, Walter, and Cecil. Plot out a racetrack around the classroom with "signposts" such as the

board and the door. Have the students playing Donkey and Toad start at the same place, with instructions for Donkey to call out when he is nearing a signpost. Place the members of the Toad family at the signposts and have them call "I'm up here!" as Donkey approaches.

Teach

Comparing Literature

1

Donkey is worried he will lose the race when he hears a toad's voice ahead of him. Toad's plan is working. Toad is clever.

Comparing Literature

2

Donkey feels humiliated. His decision reveals that he gives up easily and is not very clever. A toad could not beat him in a race. He should have suspected trickery.

To check students' understanding of the selection, see Unit 2 Teaching Resources, pp. 190–191.

Toad says, "Fine with me. Let's set the race for Saturday."

"Oh no," says Donkey, for he suspected something trickified. "Tomorrow morning."

So Toad went home for dinner and put it to the family like so: "Listen here, we spread out along the path in the bushes, then at every milepost when Mr. Donkey howls out, one of you steps out and howls too." So they each packed a little breakfast of gungo peas and sweet potato bread and bakes all wrapped up in tanya leaves and took up their positions along the road.

So the race began. And Spider lit a cigar and lay back.

Brother Donkey took off at a light trot, his tail stuck up in the air to match his nose, stopping every now and then to stick his face through somebody's fence to munch on some grass. And when he got to the first **milepost**, he sang out, "La, la, la. Here I am. Where are you? Ha, ha."

And way in front of him Uncle Julius Toad sang back, "Up here. La, la, la," and licked his fingers.

Which really surprised Donkey. So he cut out the grass eating and got a move on. But then he passed a well and decided he had time for a drink, for how much hopping can a toad do. And at the next post he sang out, "Tra, la, la. Here I am. Where are you?"

And way up ahead Aunt Minnie Toad sang back, "Up here. Ha, ha."

1

By the fifth post, Donkey started getting a little worried so he slashed himself with his tail like a horsewhip and started galloping. But Cousins Emery, Walter and Cecil Toad were on the case. And it's the same story each time. "Tra la la, I'm up the road ahead of you, Donkey."

2

And Donkey began to get sad in his mind when he realized he was not going to beat Toad. And he decided before he even got to the finish line that he would never race again. And donkeys have been kind of stubborn about running ever since. 🐴

Visual Vocabulary

A **milepost** is an upright piece of wood or other solid material set up, as on a highway, to mark the distance in miles to or from a certain place.



Comparing Literature How does Donkey react when he hears a toad's voice? What do you learn about Toad from the way Donkey reacts?

Comparing Literature Why do you think Donkey decides never to race again? What does his decision reveal about him?

Reading Practice

Skim In practice for the Write to Compare exercise, remind students to look for similarities and differences among various characters. Once they have read the folktales all the way through, have students go back and skim for the traits of the characters. Remind them that skimming is faster than

reading: It means *not* reading every word on the page but looking at paragraphs quickly for the information they need. Tell students to take notes in their comparison charts as they skim.

Comparing Literature

BQ BIG Question

Now use the unit Big Question to compare and contrast “He Lion, Bruh Bear, and Bruh Rabbit” with “The Toad and the Donkey.” With a group of classmates, discuss questions such as,

- What life lesson does each of these folktales teach?
- Which story did you like better? Why?
- How do these stories reflect the cultures from which they come?

Support each answer with evidence from the readings.

Literary Element Characters

Use the details you wrote in your comparison chart to think about the characters in “He Lion, Bruh Bear, and Bruh Rabbit” and “The Toad and the Donkey.” With a partner, answer the following questions.

1. What do the main characters in these folktales have in common? Discuss some similarities in the characters’ appearances, personalities, or the roles they play in the plot.
2. In what ways do the main characters in these folktales differ? You might discuss how the main characters change and whether the change is positive or negative. You might also discuss whether any of the characters are tricksters.

Write to Compare

In one or two paragraphs, compare and contrast the main characters in “He Lion, Bruh Bear, and Bruh Rabbit” and the “The Toad and the Donkey.” Tell what lessons you have learned from them. You might focus on these ideas as you write.

- Describe the personality traits of each of the main characters and how they are revealed.
- Explain whether the main character in each story changes, and if so, whether the change is positive or negative.
- Discuss some lessons that can be learned from the characters in each story.

Be sure to start with a topic sentence that sums up what you learned from your comparison and to cite specific examples from the two folktales in your comparison. Place these examples near each other in your text to add emphasis to the comparisons and contrasts.



Writing Tip

Spelling One of the most important parts of editing is making sure that all words are spelled correctly. Even if you use a spellchecker on your computer, use a dictionary to look up words you’re not sure about.



Literature Online

Selection Resources

For Selection Quizzes, eFlashcards, and Reading-Writing Connection activities, go to glencoe.com and enter QuickPass code GL19756u2.

COMPARING LITERATURE 279



Writing Practice

Short Story Remind students that this tale explains why donkeys are thought to be stubborn. Ask students to think about other animal behaviors that could be explained by a short trickster story modeled on this selection that they can write on their own.

Offer these possibilities:

- Why do pigs roll in the mud?
- Why does a rooster crow?
- How did the giraffe get such a long neck?
- Why do zebras have stripes?

After You Read

Assess

Comparing the Big Question

Students should understand that Bruh Rabbit’s cleverness winds up being more important than he Lion’s size and strength. Toad succeeds because of his wits. Both tales teach that we shouldn’t underestimate someone because of his size.

Literary Element

Possible answers:

1. Students are likely to say that Toad and Bruh Rabbit are both small; Donkey and he Lion are both large; Donkey and he Lion are both proud or conceited. He Lion and Donkey play similar roles as the characters who are outsmarted.
2. Students may say that the he Lion changes in a positive way. By the end of the folktale, he is more considerate of the smaller animals and does not frighten them constantly with his roar. Although the Donkey changes in the story, his change is negative. He, too, is proud at the beginning. However, by the end of the folktale, Donkey is so ashamed of losing a race to a toad that he grows stubborn and never races again.

Write to Compare

Students’ paragraphs should

- describe the traits of the main characters and give examples from the folktales to illustrate how these traits are revealed
- tell whether the main characters in each folktale change, state whether the change is positive or negative, and cite examples to support their ideas
- discuss what life lessons they have learned from the characters in each story

Functional Document

Focus

In this workshop, students will write functional documents in which they invite friends on a trip. They will follow the stages of the writing process, including prewriting, drafting, revising, and proofreading. The workshop also contains mini-lessons on writing conventions and capitalization.

Teach

Writing Plan

You may want to use a think-aloud model to help students through the process of organizing their writing plans. Describe to them the steps you would take if you were to do this assignment yourself.

 For Writing Workshop graphic organizer and rubric, see Unit 2 Teaching Resources, pp. 193–195.

Learning Objectives

For pages 280–285

In this workshop, you will focus on the following objective:

Writing: Writing a travel invitation and directions, using the writing process.

Writing Plan

- Make the purpose of the document clear to the audience.
- Present information in logical and effective organizational patterns.
- Include supporting details to clarify information and interest the reader.
- Use visual aids to clarify and add to the information.
- Use text features to highlight and organize information.

Prewriting Tip

Sources Be sure to write down complete information on each source you use for your notes as you research. You may need to go back and check facts later.

Functional Document

Is there a cultural attraction, such as a fair, a park, a museum, a historic site, or a well-known landmark that you've read about and want to visit? Would you like to go there with some friends? In this workshop, you will write a travel document that will help you think about the Unit 2 Big Question: Why read?

Review the writing prompt, or assignment, below. Then read the Writing Plan. It will tell you what you will do to write your travel document.

Writing Assignment

A functional document gives readers useful facts, instructions, and other types of information for a specific purpose. Write an invitation to some friends to join you on your first trip to a specific cultural attraction. Include a map with travel directions. Your audience, those reading your document, will be the friends you are inviting on the trip.

Prewrite

Which cultural attractions would you like to visit? Review the selections in this unit. Some of the places and traditions in the selections might relate to a cultural attraction. If you have an e-mail account, send an e-mail to your friends (following the directions in Sending E-mail on pages 175–176) to find out where they would like to visit.

Gather Ideas

Make a list of places or attractions that you would like to visit with friends. Write down anything you know about the places or attractions.

Then use the Internet, resource books, or travel guides to research one or two of the most interesting places. Take notes about an airport, a train station, or a major highway where you would start your trip, the route you would take, and the landmarks you would see along the way.

Choose a Place

Review your notes and the information you have gathered. Then choose the place that you would most like to visit. Write a sentence that briefly summarizes why you have chosen this place.

I want to visit _____, because _____.

Workshop Resources

Print

- Unit 2 Teaching Resources
- Writing Resources Book
- Writing Constructed Responses Booklet
- Real Success in Writing Research Reports Booklet
- Grammar and Language Workbook ATE
- Grammar and Composition Teacher Guide
- Grammar and Writing Transparencies

Technology

- Glencoe Online Essay Grader, glencoe.com
- Literature Online: Writing Resources, glencoe.com

Get Organized

Use your notes to make two charts: an invitation chart and a directions and map chart. Use the charts below to help you.

Invitation Chart (5Ws and H)	
Who	the people being invited
What	a trip to the chosen cultural attraction
Where	the general location of the attraction
When	the dates of the trip
Why	the purpose of the trip
How	the mode of transportation

The directions and map chart should give your friends complete directions for the trip. Get specific details from your research.

Directions and Map Chart	
Details of Trip	
Starting Point	Merced, CA
Ending Point	Sequoia National Park, CA
Distance	
Cardinal/Ordinal Direction	

Draft

Now begin writing. Organize your ideas and add details.

Get It on Paper

- Review your notes and look at your charts.
- Your invitation should be only one paragraph. Open with a statement to interest your audience in the cultural attraction. Follow with the 5Ws and H. End with a summary.
- Below the invitation, write your directions in order.
- As you write the directions, draw the same information on a sketch of a map.
- Don't worry about spelling, grammar, or punctuation right now.
- When you're finished, look over what you have written and drawn. Include more information if you need to.

Teach

BQ BIG Question

Why Read? Point out that reading functional documents, such as travel directions, serves a practical purpose. **Ask:** **What are the advantages of written directions over oral directions?** (*Oral directions can be easily forgotten. Written directions are often more detailed and precise, and they can include helpful visual aids, such as sketches or maps.*)

Cultural History

Grand Canyon This natural wonder in the southwestern United States is a major tourist destination. The Grand Canyon is a deep gorge that has been cut through the rock of the Colorado Plateau by the Colorado River. Native Americans have lived in and near the Grand Canyon since prehistoric times; the first European to see it was Francisco Coronado in 1540. Grand Canyon National Park, which encompasses the most scenic part of the canyon, was created in 1919.

Literature Online

Writing and Research

For prewriting, drafting, and revising tools, go to glencoe.com and enter QuickPass code GL19756u2.

English Learners

DIFFERENTIATED INSTRUCTION

Intermediate Review with students words related to travel. Write the following words on the board: *travel, trip, vacation, journey, trek*. **Say:** **All of these words have to do with going from one place to another, but they are not all appropriate in all situations.** Have students look up the definition of each word in a dictionary. **Ask:** **Which word is most**

focused on the actual movement from place to place? (*travel*) **Which is most focused on the activities at the destination?** (*vacation*) **Which one is associated with the idea of adventure?** (*trek*) Have pairs of students write short sentences in which they use each of the words correctly.

Teach

Draft

Students may have difficulty matching the map to the directions. Have students read the directions to a partner and have the partner draw a map based on the oral directions. Then have students to compare the partner's map with their own.

TRY IT

Clint problem is that he can't see through his catcher's mask. The fundamentals of baseball are the basic rules of the game, just as the conventions of writing are the basic rules of using written language.

Drafting Tip

Map Cut out each direction sentence and place it on the route it refers to on the map. Check to see that each step is covered by a direction line and that the directions and map match.

TRY IT

Analyzing Cartoons

In this cartoon, *fundamentals* means "the most important skills." With a partner, decide what Clint's problem is. How are the fundamentals in a sport like the conventions in writing?



Develop Your Draft

1. Keep the **purpose** and **audience** of your invitation in mind as you write. Begin with a statement that will excite your friends and catch their interest.

Would you like to visit a Land of Giants with me?

2. Use a logical **organization** for each part of your travel document: invitation—order of importance; directions—chronological order; and map—spatial order.

Directions:

1. Starting in Merced, CA, take Highway 99.
2. Head SE on Highway 99 toward Fresno.

3. Include **supporting details** that give your audience all the important facts and hold their interest.

In this magical forest, we'll see the world's largest trees, explore deep canyons and caves, and hike challenging mountain trails.

4. Make sure your **visual aids** help your audience understand the document. Match the map exactly with the directions and mark it clearly.

Go east (left) at Highway 180.

5. Use **text features** to make information clear. Add headings and map symbols such as a direction compass and distance scale.

Apply Good Writing Traits: Conventions

Conventions are the rules of language—grammar, usage, spelling, punctuation, capitalization, and paragraphing.

Following the rules of language makes your writing easier for others to read. As you draft your travel document, pay attention to the rules of language. After you finish, read your draft and ask yourself, "Did I use conventions to make my ideas easy to understand?"



Writing Practice



Write a Letter Say: *Imagine that you have already taken the trip that you are planning.* Have students brainstorm to create details about what they saw and did on the trip. Then ask them to write a letter to a friend describing the trip. Remind them that the letter should follow the conventions for letter writing, including a salutation and a closing. Ask them to use a conversational tone and to write about the events that they are describing in the past

tense. Encourage them to use sensory details to help communicate their experience to the friend.

YOU'RE INVITED!

Would you like to visit a Land of Giants with me? In this magical forest, we'll see the world's largest trees, explore deep canyons and caves, and hike challenging mountain trails. If we're lucky, we might even see some wild animals. It will be a fun, exciting trip. Will you join me?

Who: Alan, Carlos, Juma, Brianna, and Marie

What: a trip to Sequoia National Park

Where: 140 miles from Merced

When: Saturday, April 19

Why: to hike and see the giant sequoias and other natural wonders

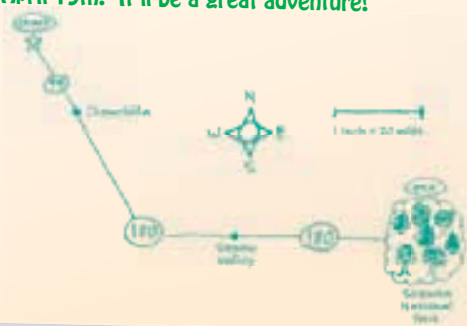
How: Alan's dad will drive his van.



How to Get There

1. Start in Merced, CA, and take Highway 99.
2. Head SE on Highway 99 toward Fresno. In about 20 miles, you'll come to the town of Chowchilla. After another 40 miles, you'll see the signs for Fresno.
3. Go east (left) on Highway 180. Squaw Valley is about 30 miles farther east. Stay on Highway 180 for about 50 more miles. It will lead right into the entrance to the park.

So, join me for a fun-filled trip to Sequoia National Park on April 19th. It'll be a great adventure!



Purpose and Audience

Be clear about your purpose and audience at the beginning.

Organizational Pattern

Organize the invitation by order of importance.

Supporting Details

Be specific. Exact locations and ordinal directions help your audience follow directions.

Visual Aids

Make sure the map and written directions match.

Text Features

Use map symbols, such as a compass rose, to help your audience read the map.

Functional Document

Teach

Writer's Technique

Rhetorical Questions The letter opens with a rhetorical question. Explain that a rhetorical question is a question that is asked only for effect, with no answer expected. It is used to catch the reader's attention. Have students find examples of rhetorical questions in print or mail advertisements.

Cultural History

Smithsonian Institution This world-famous cultural establishment, founded in 1846 with money donated by British scientist James Smithson, is in Washington, D.C. The Smithsonian Institution administers several museums. One of its most famous exhibits is the airplane used by Orville and Wilbur Wright in their historic flight at Kitty Hawk, North Carolina, in 1903.

Approaching Level

DIFFERENTIATED INSTRUCTION



Emerging Have students fill out this graphic organizer in order to focus on the specific details contained in the sample composition. Ask students to include five details in each column that make the invitation clearer and more interesting.

Invitation	Directions
1.	
2.	
3.	
4.	
5.	

Teach

Writing Skills

Sentence Variety Point out that the student model contains a variety of sentence lengths and types, including simple, compound, and complex sentences. Encourage students to do the same in their own writing.

APPROACHING Have students identify two simple sentences in their drafts that can be combined and make them into a compound or complex sentence.



Revising Tip

Technology You can use the design features of word-processing software to create graphics, adjust your margins, or experiment with various typefaces (fonts) for headings.

Revise

Now it's time to revise your draft so your ideas really shine. Revising is what makes good writing great, and great writing takes work!

Peer Review Trade drafts with a partner. Use the chart below to review your partner's draft by answering the questions in the *What to do* column. Talk about your peer review after you have glanced at each other's drafts and have written the answers to the questions. Next, follow the suggestions in the *How to do it* column to revise your draft.

Revising Plan

What to do	How to do it	Example
Are the purpose and audience of your document clear?	Include the 5 Ws and H in your invitation.	Who: My friends, Alan, Carlos, Juma, Brianna, and Marie
Is the invitation organized by order of importance? The directions by sequential order? The map by spatial order?	Present each type of information in the most logical order.	Why: to hike and see the giant sequoias and other natural wonders What: a trip to Sequoia National Park Where: 140 miles from Merced When: Saturday, April 19
Are there enough details to clarify information and interest your audience?	Think about what your audience needs to know. Use precise words to describe it.	Then come. After another 40 miles, you'll see the signs for Fresno.
Does your visual aid agree with your written directions?	Read your written directions while following your map.	Squaw Valley is about 30 miles farther south, east.

Reading Practice

Scan Say: Scanning is a highly useful skill when you are working with functional documents. Scanning means running your eyes over the material quickly, looking for key words or phrases that relate to the information you seek. Hand out a copy of a recipe and ask students to scan it in order to answer the following questions: What is the recipe for? What are the main ingredients? How long will the dish take to prepare? Then ask them to

answer the following questions by scanning the sample composition in this workshop.

Ask: What are the main attractions of Sequoia National Park? (giant trees, caves, mountains) Who is driving the van? (Alan's dad) How long is the drive on Highway 180? (80 miles)

Edit and Proofread

For your final draft, read your travel document one sentence at a time. An editing and proofreading checklist may help you spot errors. Use the proofreading symbols in the chart inside the back cover of this book to mark needed changes. Then make corrections.

Grammar Focus: Capitalization

Capitalize a proper noun, which is the name of a particular person, place, thing, or idea. Words that are names of particular sections of the country are proper nouns and should be capitalized. However, words that simply indicate direction are not proper nouns. Below are examples of problems with capitalization from the Workshop Model and their solutions.

Problem: A proper noun is not capitalized.

You can park just inside the entrance to sequoia national park.

Solution: Capitalize the name of a particular place.

You can park just inside the entrance to Sequoia National Park.

Problem: A cardinal direction is capitalized.

Go East (left) at Highway 180.

Solution: Use a lowercase letter for a direction.

Go east (left) at Highway 180.

Problem: A particular geographic area is not capitalized.

We drove for three hours but never left the west.

Solution: Capitalize a section of the country.

We drove for three hours but never left the West.

Present

It's almost time to share your writing with others. Write your travel document neatly in print or cursive on a separate sheet of paper. If you have access to a computer, type your invitation and directions on the computer and check spelling. Save your document to a disk and print it out. Finally, add your map and pass your document around the class.

Grammar Tip

Proper Nouns Double-check proper nouns to make sure you have correctly spelled the names of people and places.



Presenting Tip

Invitation Put copies of your travel documents into envelopes and give an envelope to each invited friend as if it were a real invitation.



Literature Online

Writing and Research For editing and publishing tools, go to glencoe.com and enter QuickPass code GL19756u2.

Functional Document

Teach and Assess

Edit and Proofread

Have students read their drafts aloud to discover problems with grammar or wording. Often, sentences that need revision will sound awkward or choppy when read aloud.

Cultural History

Mount Rushmore National Memorial

A popular U.S. tourist destination, this memorial in the Black Hills of South Dakota was created to celebrate the first 150 years of the United States. Hewn from a granite mountain, the gigantic sculpture consists of the faces of four presidents: George Washington, Thomas Jefferson, Abraham Lincoln, and Theodore Roosevelt. Often-interrupted construction, led by sculptor Gutzon Borglum and carried out by some 400 local workers, began in 1927 but was not completed until 1941.

Approaching Level

DIFFERENTIATED INSTRUCTION

Established Talk with students individually to identify concerns that they have with the revision process. Encourage them to see their drafts as part of a process of continuing improvement and point out ways in which their second drafts represent progress.

Advanced Learners

DIFFERENTIATED INSTRUCTION

Literary Journeys Have students choose a story or book they have read in which a character travels, for example, Alice in *Alice's Adventures in Wonderland*. Ask students to prepare another functional document that describes the journey of their chosen character. They can write from the character's point of view.

Speaking, Listening, and Viewing Workshop

Informative Presentation

Focus

Students will plan, rehearse, and deliver an informative presentation and listen to and evaluate their classmates' presentations.

Teach

Speaking Skills

Prepare to Speak Say: **Ask yourself these questions as you prepare:**

- What is the tone of each part of the presentation? What attitude do I need to communicate?
- How can I use my voice and my body to communicate that attitude?

Have students mark their scripts with notes about facial expressions, voice use, and gestures.



For Speaking, Listening, and Viewing rubric, see Unit 2 Teaching Resources, pp. 196–198.



For help with creating presentations, use Student Presentation Builder on StudentWorks Plus.

Learning Objectives

For page 286

In this workshop, you will focus on the following objectives:

Listening and Speaking: Delivering an informative presentation.

Listening to and evaluating a presentation.

Viewing and evaluating a presentation.

Presentation Checklist

Answer the following questions to evaluate your presentation.

- ☐ Did you speak clearly and precisely?
- ☐ Did you use gestures and visual aids to help clarify information?
- ☐ Did you vary the tone and volume of your voice and the pace of your speaking to add interest to and clarify points in the presentation?
- ☐ Did you make eye contact with your audience?

Literature Online

Speaking, Listening, and Viewing For project ideas, templates, and presentation tips, go to glencoe.com and enter QuickPass code GL19756u2.

Speaking, Listening, and Viewing Workshop

Informative Presentation

Activity

Connect to Your Writing Deliver an informative presentation to your classmates. You might want to adapt the travel document you wrote for the Writing Workshop on pages 280–285. Remember that you focused on the Unit 2 Big Question: Why read?

Plan Your Presentation

Reread your travel document and highlight the sections you want to include in your presentation. Just like your invitation and directions, your informative presentation should include clear, well-researched facts and details about the 5 *Ws* and *H* and each part of the trip.

Rehearse Your Presentation

Practice your informative presentation several times. Try rehearsing in front of a mirror where you can watch your movements and facial expressions. Practice enough times that you won't lose eye contact with your audience. Post an enlarged version of your map to refer to as you deliver your directions.

Deliver Your Presentation

- Speak clearly and precisely.
- Use visual aids to clarify your information.
- Change the tone or volume of your voice to communicate emotions or add emphasis. Also use appropriate gestures to help relay information.
- Change the pace of your speaking, slowing down to help clarify potentially confusing parts of the trip.

Listening to Learn

Take notes as you listen to make sure you understand the presentation. Use the following question frames to learn more about the information from the presenter:

- I was confused about one part. Can you please review _____?
- I was interested in _____. Can you tell me more about it?
- I think the purpose of this trip is _____. Is that correct?

Listening and Speaking Practice



Use Gestures Offer students some tips about how to make their presentations more engaging through gesture. Explain that gestures can be used to emphasize a point or an idea, to express emotion, and to draw the audience's attention to a visual aid. Gestures also help hold the audience's attention and liven up a presentation. Have students select parts of their speeches that they wish to

highlight with gesture. Mention that they shouldn't use gestures all the time. If they do, their effectiveness will be lost. **Ask:** **What gestures would be useful for helping listeners understand your directions? How might you use gestures to make your information clearer?** (To help listeners follow their directions, students may want to hold up one finger to emphasize the first step, two for the

second step, and so on.) Ask students to experiment with various gestures in front of the mirror to see which look as though they will achieve the desired effect in the presentation. Students may also want to rehearse in small groups and have the group members give them feedback about which of their gestures are effective and which are ineffective or confusing.

Unit Challenge

Answer the Big Question

In Unit 2, you explored the Big Question through reading, writing, speaking, and listening. Now it's time for you to complete one of the Unit Challenges below with your answer to the Big Question.

WHY Read?

Use the notes in your Unit 2 **Foldable** to complete the Unit Challenge of your choice.

Before you present your Unit Challenge, be sure it meets the requirements below. Use this first plan if you choose to interview friends and family to find out what they read and why.

On Your Own Activity: Conduct Interviews

- ☐ Prepare a list of interview questions, including "What have you read lately?" and "Why did you choose to read this?"
- ☐ Use your questions to interview three people you know.
- ☐ Summarize what you learn from each interview in a paragraph. Get permission before you use someone's name.
- ☐ Add a concluding paragraph that tells what you've learned from your interviews about why people read.

Use this second plan if you choose to create a comic strip about a superhero who fights illiteracy, which is the inability to read and write.

Group Activity: Comic Strip

- ☐ Brainstorm with your group to come up with a list of answers to the Big Question.
- ☐ Use your list to brainstorm with your group a storyline for your comic strip.
- ☐ Draw a rough draft of your comic strip, called a storyboard, with your group.
- ☐ Create your comic strip on clean paper. Color the drawings and check the text for spelling and grammar errors.
- ☐ Present your comic strip to the class.

Learning Objectives

For page 287

On this page, you will focus on the following objectives:

Listening and Speaking:
Conducting an interview.

Literary Study: Drawing conclusions about speaker's culture.

Writing:
Writing a summary.
Writing a scene.

Unit Challenge

Focus

Bellringer Options

Daily Language Practice Transparency 58

Ask: What is the most interesting thing you learned from reading this unit? Now that you have completed the work in this unit, how would you answer the Big Question: Why read?

Teach

Teaching Note

Conduct Interviews Students may find it helpful to make a chart to record their interviews. Have them write interview questions in each row of the first column, then put each person's name at the top of the remaining columns. Have them record each person's responses next to the questions. Tell them to include a row for a direct quote from each person about why reading is important.

Teaching Note

Comic Strip Have one student record the group's ideas. Provide examples of comic strips to help students visualize the assignment. Explain that comics focus on both humorous and serious topics.

UNIT CHALLENGE 287

Writing Practice

Write a Script Say: **Dialogue is conversation between characters.** Using their interviews or comic strips, have students write out a short script that includes dialogue. For example, it could be a brief exchange between the superhero and another character. Be sure students format their dialogue as scripts, including identifying the speaker in all capital letters followed by a colon. Ask students to read the scripts aloud.

Students' comic strips will vary but should

- be neat, clear, and attractive
- have a story line that shows the hero fighting illiteracy
- suggest some answers to the Big Question, "Why Read?"

Assess

The results of students' interviews should

- have separate paragraphs for each person interviewed
- summarize information from each person
- have a final paragraph that answers the Big Question: Why read?
- be free from errors in grammar, punctuation, and spelling

Focus

The purpose of this spread is to encourage students to read works of fiction and nonfiction outside class. The books featured on these pages all relate in some way to the Big Question: Why Read?

Teach

Political History

The Underground Railroad The Underground Railroad was a vast network of people who helped slaves escape from the South to free states in the North and to Canada. It was active during the 1800s until slavery was abolished in the middle of the Civil War, which lasted from 1861 to 1865. The Underground Railroad was not an actual railroad nor was it underground, but its code name helped keep the network secret. Safe houses where escaping slaves could stay were called “stations,” the routes they took were called “lines,” and the people who helped them were called “conductors.” It is difficult to know how many people managed to reach freedom using the Underground Railroad, but estimates range from 40,000 to 100,000.

Reading Practice

Preview Ask students to preview the books featured on these two pages by looking at their headings, titles, descriptions, and cover art. **Ask:** Which books look the most interesting or appealing to you? Why? Which book looks the most suspenseful? From which book do you think you would learn the most?

Independent Reading

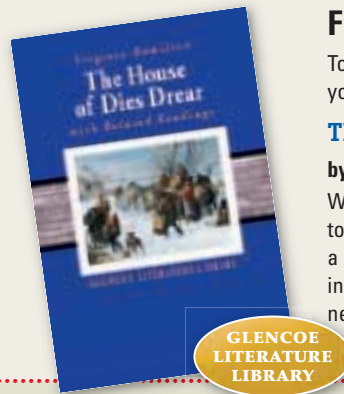
Fiction

To read more about the Big Question, choose one of these books from your school or local library.

The House of Dies Drear

by Virginia Hamilton

When Thomas moves into a house from the Civil War era, he decides to do some sleuthing. Soon he discovers that his new home was once a stop on the Underground Railroad. Exploring the dark passageways in and under the building, Thomas moves closer to the truth about his new home . . . and into harm's way.



The Firebringer and Other Great Stories

by Louis Untermeyer

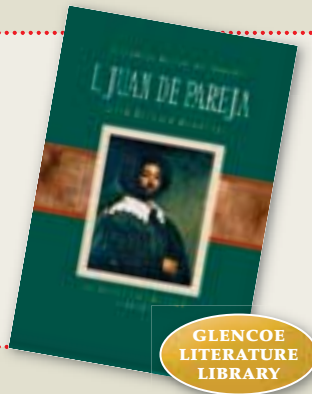
This anthology is packed with tales retold from cultures near and far. Read one or two or ten of the legends in Untermeyer's book—but make sure you're ready to travel. Like all great story collections, *The Firebringer* will transport you to places you've never been.



L. Juan de Pareja

by Elizabeth Borton de Treviño

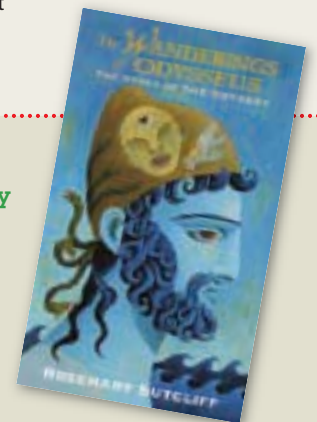
Young Juan is a slave of the great painter Diego Velázquez. He is also an artist himself. However, Spain's laws in the 1500s prohibit slaves from making art. What will happen to Juan when his secret is revealed?



The Wanderings of Odysseus: The Story of the Odyssey

by Rosemary Sutcliff

This prose retelling of the Greek classic is a thrilling tale of adventure on the high seas and beyond. Odysseus, who struggles for ten years to reach his home, survives by courage and resourcefulness.



288 UNIT 2 Why Read?



Writing Practice



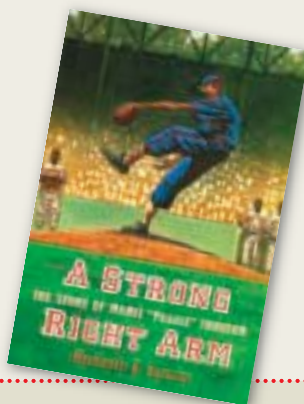
Write a Book Report Have students write a report on the chosen book. Instruct them to begin with a short summary that describes in general what the book is about and what the main events of the plot are. Then ask them to write about what they found most interesting in the book, what they liked the most, and what they found disappointing or frustrating. Ask them to tell whether they would recommend the book to their classmates and explain why.

Nonfiction

**A Strong Right Arm:
The Story of Mamie "Peanut" Johnson**

by Michelle Y. Green

One of the first women to play professional baseball, Mamie Johnson (nicknamed Peanut) was a pitcher with the Negro League's Indianapolis Clowns in the 1950s. This biography details the struggles and triumphs that defined her as a ball player and as a person.

**Top Secret: A Handbook of Codes,
Ciphers, and Secret Writing**

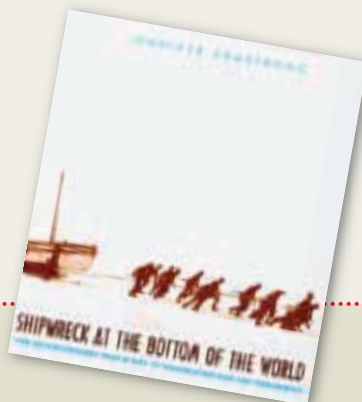
by Paul B. Janeczko

Want to learn how to write in code or how to write a note in invisible ink? Do you like puzzles and secrets? If so, this guide to the mysteries of cryptography—the study and use of secret messages—is a must-read for you.

**Shipwreck at the Bottom of the World:
The Extraordinary True Story of Shackleton
and the Endurance**

by Jennifer Armstrong

Shipwrecked in Antarctica, Sir Ernest Shackleton and his crew of 27 survived a brutal winter and walked more than 600 miles to a deserted island. Leaving 22 men behind and sailing 800 miles in a tiny open boat, Shackleton and five others made it to civilization. Then they led a rescue party to find those left behind.

**Write an Interview**

Write an interview directing questions to the author of the book you read. Use what you know about the author and the book to think of questions and answers that can be supported by your reading. Include questions about important ideas, people, or events in the book. With a partner, present your interview to the class.

INDEPENDENT READING 289

Approaching Level

DIFFERENTIATED INSTRUCTION

Emerging Make it clear to students that writing this interview for presentation in class requires that they imagine what the author would say in answer to their questions. Explain that they should not ask questions whose answers are already in the text—questions such as “When did Mamie begin to play baseball?” Instead, they should ask questions that are open to interpretation and will be of interest to their audience, e.g.,

questions about characters’ motivations, events they would like to know more about, or where the author got his or her ideas. Students should base their answers on information in the book and what they know about the author, but they can make up an answer if the real answer is unknown.

Independent Reading

Teach

Cultural History

Discovering Antarctica People explored and hunted in Antarctica as early as the 1760s. Sir Ernest Henry Shackleton, a British explorer, was one of the first to explore the continent’s interior, visiting it many times from 1901 to 1916 as part of expeditions to find the South Pole. On his last trip, his ship was destroyed by ice and his crew was stranded for months before making it to safety.



For access to all study guides for the Glencoe Literature Library, see the Literature Library Teacher Resources CD-ROM.



To customize reading lists from a database of more than 30,000 titles, use BookLink K-12 CD-ROM.

Write an Interview

Interviews should

- pose relevant questions to the author that can be answered by the text or by background knowledge
- include specific questions about the main ideas, people, or events in the book
- include reasonable answers that the author might give

English Learners

DIFFERENTIATED INSTRUCTION



Beginning Pair beginning English learners with more proficient speakers of English and have them create questions together. Encourage students to pose questions to which they would really like to know the answers. If they cannot find the actual answer in the text, they should infer an answer based on what they know.

Assessment

Reading

Explain to students that this Assessment is intended to reinforce general test-taking strategies as well as to test the skills and vocabulary covered in Unit 2. First, students will be asked to read a poster and an excerpt from a fiction selection and answer comprehension and inference questions about them. Then they will be asked to answer questions about vocabulary and grammar and language conventions and to write a persuasive essay.

Test-Taking Tip

Tell students that it is often a good idea to read the questions that they will have to answer *before* they read a selection. They needn't read the answer choices. Reading the questions will enable them to focus their reading of the selection on finding the answers that they will have to provide later.

 To customize assessments online, use Progress Reporter Online Assessment.

 To customize assessments using software, use ExamView Assessment Suite CD-ROM.

Assessment

Reading

Study the poster and answer the questions. Write your answers on a separate sheet of paper.



1. The main purpose of the poster is to
 - A. explain that having fun can also help the community.
 - B. entertain viewers with its attractive design.
 - C. inform readers about an upcoming fund-raising dance.
 - D. persuade people that Breaking Blues is a great band.
2. A reader who only skimmed the poster would be most likely to know that
 - A. refreshments will be available.
 - B. there will be a dance on Friday night.
 - C. students pay \$5 less than the general public.
 - D. the Community Center offers after-school tutoring.
3. If graphics could talk, the one on this poster might say
 - A. "Dancing is tiring."
 - B. "Help your community."
 - C. "We're having a dance."
 - D. "Come hear Breaking Blues."
4. What shows that the band Breaking Blues is the main attraction for the dance?
 - A. The poster calls it "a great band."
 - B. The band is playing for a dance.
 - C. The dance is described as "the year's biggest party."
 - D. "Breaking Blues" is in large type in the center of the poster.
5. Which detail supports the idea that going to the dance will help a good cause?
 - A. Kids are free, and students are half price.
 - B. Money goes to the after-school program.
 - C. Breaking Blues is playing.
 - D. The dance is at the Roberto Clemente Community Center.



Literature Online

Assessment For additional test practice, go to glencoe.com and enter QuickPass code GL19756u2.

Assessment

Reading

"Breaking Blues"

1. C is the correct answer. Most of the writing on the poster provides facts about the dance and the purpose of it.
2. B is the correct answer. The graphic suggests a dance, and the words *dance*, *Friday*, and *night* appear in large type at the top of the poster.
3. C is the correct answer. People in the graphic are dancing; they don't appear tired, don't seem to be doing work to help the community, and are not playing instruments.
4. D is the correct answer. The band's name appears in the largest type on the poster.
5. B is the correct answer. The text says that money raised at the dance party will support after-school tutoring.

Assessment

Reading

from “The White Umbrella”

by Gish Jen

6. C is the correct answer. The narrator feels the mother is uncomfortable about working because she went to work without telling the sisters and she felt badly when Mrs. Lee took a job.
7. B is the correct answer. The word *lilt* implies a musical quality in the mother’s speaking and therefore appeals to the sense of hearing; the other phrases appeal to none of the senses.
8. C is the correct answer. He is embarrassed because he does not earn enough to support the family and the second income *is* needed.

Test-Taking Tips

Students do not have to answer multiple-choice questions in the order in which they are presented. Students should answer the questions in the order with which they are most comfortable. For instance, if a student has trouble with a question, he or she should skip it and return to it later. Often a difficult question will not be as much of a problem to answer after a student has completed some other questions that are easier.

Remind students that making mistakes during test-taking is not desirable but is often helpful. Mistakes are good indicators of what needs to be improved, and every mistake that is made in class is one that can be avoided on an actual test.

Encourage students to use whatever time remains after they have finished a test to review their answers. Tell them to make sure that each answer is marked clearly and that all written responses are legible.

Read the passage and answer the questions. Write your answers on a separate sheet of paper.

from “The White Umbrella” by Gish Jen

When I was twelve, my mother went to work without telling me or my little sister.

“Not that we need the second income.” The lilt¹ of her accent drifted from the kitchen up to the top of the stairs, where Mona and I were listening.

“No,” said my father, in a barely audible voice. “Not like the Lee family.”

The Lees were the only other Chinese family in town. I remembered how sorry my parents had felt for Mrs. Lee when she started waitressing downtown the year before; and so when my mother began coming home late, I didn’t say anything, and tried to keep Mona from saying anything either.

“But why shouldn’t I?” she argued. “Lots of people’s mothers work.”

“Those are American people,” I said.

¹ A lilt is a light, musical quality of voice.

6. The narrator tries to keep her sister from commenting about her mother’s work. This is because the narrator
- A. doesn’t want to get in trouble.
 - B. doesn’t want her sister to get in trouble.
 - C. is aware that her mother feels uncomfortable about working.
 - D. is angry at her parents for not letting her in on their secret.
7. Which phrase from the passage represents an example of imagery?
- A. when I was twelve
 - B. the lilt of her accent
 - C. the only other Chinese family in town
 - D. waitressing downtown the year before
8. Why does the father agree with his wife that they do not need a second income?
- A. He dislikes the Lees.
 - B. He knows the girls are listening.
 - C. He is embarrassed and ashamed.
 - D. The family has enough money to live well.

Vocabulary Skills

On a separate sheet of paper, write the numbers 1–14. Next to each number, write the letter of the word or phrase that means about the same as the underlined word.

- | | |
|---|--|
| 1. uncomfortable <u>humidity</u>
A. damp air C. bitter cold
B. terrible storms D. heavy rain | 8. to notice the <u>vendors</u>
A. drivers C. players
B. sellers D. children |
| 2. a display of <u>hospitality</u>
A. interest C. medical skill
B. friendliness D. unkindness | 9. low <u>wages</u>
A. tides C. pay
B. grades D. attendance |
| 3. <u>hostile</u> surroundings
A. pretty C. uncomfortable
B. unfamiliar D. unfriendly | 10. speaking <u>dejectedly</u>
A. sadly C. slowly
B. joyfully D. bravely |
| 4. the box's <u>interior</u>
A. surface C. insides
B. markings D. bottom | 11. due to her <u>ordeal</u> s
A. memories C. friendships
B. enemies D. difficulties |
| 5. feeling <u>forlorn</u>
A. sad C. delighted
B. powerful D. sleepy | 12. the <u>shrewdest</u> man
A. oldest C. funniest
B. richest D. cleverest |
| 6. <u>soggy</u> newspapers
A. wet C. old
B. fresh D. boring | 13. a strange <u>theory</u>
A. beast C. party
B. idea D. promise |
| 7. someone from the <u>squad</u>
A. crowd C. team
B. office D. competition | 14. an amazing <u>salary</u>
A. tall tale C. magic trick
B. vegetable D. work income |

Assessment

Vocabulary Skills

1. A
2. B
3. D
4. C
5. A
6. A
7. C
8. B
9. C
10. A
11. D
12. D
13. B
14. D

Assessment

Writing Strategies

1. A
2. A
3. C
4. C
5. B

Test-Taking Tip

Remind students to watch for obvious errors in capitalization or punctuation as they read passages that are followed by questions about language conventions and grammar. Have them notice whether singular subjects have singular verbs and whether plural subjects have plural verbs. They should be on the alert for sentences that do not make sense or that just do not sound right. Identifying obvious errors in a passage increases students' chances of selecting correct answer choices.

Writing Strategies

The following is a rough draft of a student's announcement for the weekly notices. It contains errors. Read the passage. Then answer the questions on a separate sheet of paper.

(1) The Chess Club will hold our first meeting next wednesday. (2) It will be in the library at 3:00. (3) Math teacher Mr. Chekhov has agreed to coach the players again. (4) He is an expert chess player. (5) He give us help in improving our skills last year. (6) Join the team! (7) If you don't know how to play chess. (8) Now is the time to learn.

1. Read this sentence.

The Chess Club will hold our first meeting next wednesday.

Which word should replace *our* in this sentence?

- | | |
|--------|----------|
| A. its | C. your |
| B. his | D. their |

2. Which sentence contains a verb in the future tense?

- | | |
|---------------|---------------|
| A. sentence 2 | C. sentence 4 |
| B. sentence 3 | D. sentence 6 |

3. Read this sentence.

He give us help in improving our skills last year.

What word or words should replace *give* in this sentence?

- | | |
|----------|-------------|
| A. given | C. gave |
| B. gived | D. did gave |

4. Which sentence is a fragment?

- | | |
|---------------|---------------|
| A. sentence 2 | C. sentence 7 |
| B. sentence 6 | D. sentence 8 |

5. Which word from the announcement is a proper noun that should be capitalized?

- | | |
|--------------|------------|
| A. meeting | C. library |
| B. wednesday | D. teacher |

Writing Product

Read the assignment in the box below and follow the directions. Use one piece of paper to jot down ideas and organize your thoughts. Then neatly write your essay on another sheet. You may not use a dictionary or other reference materials.

Writing Situation:

Imagine that you and a few friends have started a new club, organization, or sports team at your school. (Feel free to select any group you might really like to start.)

Directions for Writing:

Think about what makes a successful school organization. Now write to describe your new organization and explain why it will be fun and successful. Make sure to explain the purpose of the group and any important rules.

Keep these hints in mind when you write.

- Focus on what the directions tell you to write.
- Organize the way you will present your ideas.
- Provide good, clear support for your ideas.
- Use a variety of sentence structures.
- Choose words that help others understand what you mean.
- Check your essay for mistakes in spelling, grammar, and punctuation.

Assessment

Writing Product

Evaluate the essay for the following:

- a clear explanation of the new organization's purpose and important rules;
- a clear position on the proposal;
- support for the position with organized and relevant evidence;
- anticipation and addressing of concerns and counterarguments;
- correct use of grammar, punctuation, and spelling conventions.



For more end-of-unit assessment, see Assessment Resources, pp. 165–166.

UNIT THREE

Skills Scope and Sequence

Readability Scores Key: **Dale-Chall**/**DRP**/**Lexile**

PART 1: Family and Friends

Selections and Features	Literary Elements
BQ Focus Eleven , by Sandra Cisneros pp. 298–304	Setting TE p. 300 Tone TE p. 300
Poem My Parents , by Stephen Spender pp. 306–308	Line and Stanza SE p. 306
Poems Same Song and Maestro , by Pat Mora pp. 309–314	Alliteration and Assonance SE p. 309 Imagery (review) SE p. 314
Short Story The All-American Slurp , by Lensey Namioka 5.1/53/890 pp. 315–330	Description SE p. 316 Point of View TE p. 320 Dialogue (review) SE p. 330
Poem Mad , by Naomi Shihab Nye pp. 331–333	Symbol SE p. 331
Literary Perspective Interview with Naomi Shihab Nye , by Rachel Barenblat 5.8/55/740 pp. 334–336	

PART 2: Dreams and Goals

Selections and Features	Literary Elements
Poems I Dream a World , by Langston Hughes and Life Doesn't Frighten Me , by Maya Angelou pp. 338–343	Rhyme SE p. 338 Alliteration and Assonance (review) SE p. 343
Genre Focus pp. 344–345	Poetry SE p. 344 Rhyme Scheme TE p. 345
Short Story Geraldine Moore the Poet , by Toni Cade Bambara 4.7/53/930 pp. 346–356	Characterization SE p. 347 Conflict (review) SE p. 355
Poems What I can do—I will—and Fame is a bee , by Emily Dickinson pp. 357–359	Metaphor and Simile SE p. 357
Myth Wings , by Jane Yolen 5.7/52/820 pp. 360–373	Foreshadowing SE p. 361 Imagery TE p. 370 Characterization (review) SE p. 373
Historical Perspective King Minos and Art on the Palace Walls 10.5/56/1000 pp. 374–376	
Poem Daydreamers , by Eloise Greenfield p. 377–381	Personification SE p. 377 Line and Stanza (review) SE p. 381
Vocabulary Workshop p. 382	

Reading Skills and Strategies	Vocabulary	Writing	Speaking, Listening, and Viewing
		Grammar	
Summarize SE p. 304		Write a Personal Response SE p. 304	
Make Inferences about Characters TE p. 306		Write a Journal Entry SE p. 308	
Connect to Personal Experience TE p. 310	Academic Vocabulary SE p. 313	Write a Journal Entry TE p. 312 Apply Sound Devices SE p. 314	
Analyze Cultural Context SE p. 316 Visualize TE p. 318 Cause-and-Effect TE p. 328	Word Usage SE p. 329 Academic Vocabulary SE p. 329	Write a Research Paper TE p. 326	Oral Presentation TE p. 324 Literature Groups SE p. 330
Connect to Personal Experience SE p. 333		Write a Poem TE p. 332 Write a Description SE p. 333	
Draw Conclusions about Author's Purpose SE p. 334		Write a Summary SE p. 336	

Reading Skills and Strategies	Vocabulary	Writing	Speaking, Listening, and Viewing
		Grammar	
Infer SE p. 342	Academic Vocabulary SE p. 342	Write a Poem TE p. 342 Comparative Superlative SE p. 343	Oral Interpretation TE p. 340 Visual Presentation SE p. 343
Visualize TE p. 344		Create a Web SE p. 345	
Make Inferences about Characters SE p. 347 Visualize TE p. 350	Word Usage SE p. 355 Academic Vocabulary SE p. 355	Write a Description TE p. 348 Write a Short Story SE p. 356 Quotation Marks SE p. 356	Research Report TE p. 352 Discussion SE p. 354
Question TE p. 358		Write a Stanza SE p. 359	Oral Interpretation TE p. 358
Skim and Scan TE p. 362 Identify Author's Purpose TE p. 364 Make Inferences about Character TE p. 366	Word Usage SE p. 372 Academic Vocabulary SE p. 372	Write a Scene TE p. 366 End Punctuation SE p. 373	Literature Group SE p. 373
Synthesize SE p. 374		Write a Summary SE p. 376 Write a Research Paper TE p. 376	Oral Report TE p. 374
Paraphrase TE p. 378	Academic Vocabulary SE p. 380	Subjects and Predicates SE p. 381 Figurative Language SE p. 381	
	Multiple-Meaning Words SE p. 382		

UNIT THREE

PART 3: Character Traits

Selections and Features	Literary Elements
Informational Text TIME: The Gene Scene , by Jordan Brown 8.9/59/790 pp. 384–387	
Poems Whatif and Jimmy Jet and His TV Set , by Shel Silverstein pp. 388–393	Rhythm and Meter SE p. 388 Rhyme (review) SE p. 393
Short Story Flowers and Freckle Cream , by Elizabeth Ellis 6.4/54/1020 pp. 394–400	Diction SE p. 395
Poems Yes, It Was My Grandmother , by Luci Tapahonso and Good Luck Gold , by Janet S. Wong pp. 401–404	Tone SE p. 401 Voice TE p. 402
Myth Arachne , by Olivia E. Coolidge 9.1/61/1250 pp. 405–414	Myth SE p. 406 Oral Tradition (review) SE p. 413
Comparing Literature The Fun They Had (short story), by Isaac Asimov and Why Books Are Dangerous (personal essay), by Neil Gaiman 4.8/46/740 and 59/5.5/1090 pp. 415–425	Author’s Purpose SE p. 415 Humor TE p. 422
Writing Workshop pp. 426–431	
Speaking, Listening, and Viewing Workshop p. 432	
Unit Challenge p. 433	
Independent Reading pp. 434–435	
Assessment pp. 436–441	

Reading Skills and Strategies	Vocabulary	Writing	Speaking, Listening, and Viewing
		Grammar	
Connect to Today SE p. 384 Preview SE p. 384		Write a Reflective Essay TE p. 384 Write a Summary SE p. 387	Oral Presentation TE p. 386
Preview TE p. 388 Predict TE p. 388	Academic Vocabulary SE p. 392	Write a Letter TE p. 390 Write a Poem TE p. 390 Compound Subjects and Predicates SE p. 393 Apply Sound Devices SE p. 393	
Evaluate Characterization SE p. 395	Word Usage SE p. 400	Write a Research Paper TE p. 396 Write a Journal Entry SE p. 400 Write an Expository Essay TE p. 400	Performance SE p. 398
Visualize TE p. 402		Write a Scene SE p. 404	
Make Generalizations About Plot SE p. 406 Compare and Contrast TE p. 408	Synonyms and Antonyms SE p. 413 Academic Vocabulary SE p. 413 Word Usage TE p. 414	Write a Research Paper TE pp. 410, 412 Write an Expository Essay SE p. 414	Discussion SE p. 412
Compare and Contrast SE p. 415 Predict TE p. 422 Analyze Figures of Speech TE p. 424		Write a Scene TE p. 418 Write a Comparison-Contrast Essay SE p. 425 Write a Research Paper TE p. 425	Discussion SE p. 425
		Prewrite SE p. 426 Draft SE p. 427 Write a Thesis Statement TE p. 428 Revise SE p. 430 Quotations from Poetry SE p. 431 Write a Response to Literature SE p. 431	
		Revise SE p. 432 Note Taking SE p. 432	Oral Response to Literature SE p. 432
		Note Taking SE p. 433	Visual Presentation SE p. 433
		Write a Book Report TE p. 434 Write a Poem or Story SE p. 435	
		Write a Response to Literature SE p. 441	

UNIT THREE

Focus

Bellringer Options



Literature Launchers: Pre-Reading
Videos DVD, Unit 3 Launcher

Daily Language Practice Transparency 62

Or ask: If someone asks “Who are you?” how would you respond without telling your name? Write responses on the board. Then discuss what makes people who they are—beliefs, values, interests, and culture.



For School-to-Home Activities,
see Unit 3 Teaching Resources,
pp. 5–11.



For independent novel study, see
Novel Companion pp. 95–138.

View the Photograph

Ask: How is the girl trying to see who she is? (She is looking at her reflection.) Explain that to truly understand a book or a person, you have to look beyond the surface.

WHAT Makes You Who You Are?



296

Unit Objectives

Literary Elements

- Analyzing line and stanza
- Analyzing alliteration and assonance
- Analyzing description
- Analyzing symbol and myth
- Analyzing characterization
- Analyzing metaphor and simile
- Analyzing foreshadowing
- Analyzing personification
- Analyzing rhythm, meter, and rhyme
- Analyzing tone and diction

Reading Skills and Strategies

- Analyzing cultural context
- Making inferences about characters
- Making predictions about plot
- Evaluating characterization
- Making generalizations about plot

Writing

- Writing a response to literature

Grammar

- Understanding adjectives and adverbs
- Understanding comparative and superlative forms

Vocabulary

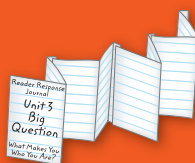
- Understanding multiple-meaning words

THE BIG Question

*Learn to be quiet enough
to hear the genuine within
yourself so that you can
hear it in others.*

—MARIAN WRIGHT EDELMAN

FOLDABLES[®] Study Organizer



Throughout Unit 3, you will read, write, and talk about the **BIG Question**—“What Makes You Who You Are?” Use your Unit 3 **Foldable**, shown here, to keep track of your ideas as you read. Turn to the back of this book for instructions on making this **Foldable**.

297

Focus

Summary

Rachel's teacher, Mrs. Price, forces her to take a sweater that does not belong to her. When Rachel protests, her teacher becomes angry. Rachel feels helpless and upset because Mrs. Price will not listen to her. To make herself feel better, Rachel thinks of the eleventh birthday party being planned for her that evening. She wants to be older so that she will not have to experience the embarrassment and helplessness of the moment, but as a result she finds herself behaving like a younger child.

About the Quote

Political activist Marian Wright Edelman says that people need to know themselves and appreciate their special qualities before they can begin to recognize them in others. Edelman's quote suggests that we should spend less time talking about who we are and more time thinking about it.

For diagnostic assessment, see Assessment Resources, pp. 11–14.

For Foldable pattern, see Unit 3 Teaching Resources, pp. 3–4.

Unit Resources

Print

- Student and Teacher Editions, pp. 296–441
- Unit 3 Teaching Resources, pp. 1–230
- Bellringer Transparencies: Selection Focus 8–10; Daily Language Practice 62–93
- Interactive Read and Write (On Level, Approaching, EL), pp. 101–152
- Novel Companion, pp. 95–138
- Assessment Resources, pp. 11–14, 81–108, 167–168

Technology

- TeacherWorks Plus CD-ROM
- StudentWorks Plus
- Literature Launchers: Pre-Reading Videos DVD, Unit 3
- Literature Online www.glencoe.com
- Progress Reporter Online Assessment
- ExamView Assessment Suite CD-ROM
- Glencoe Interactive Vocabulary CD-ROM
- Listening Library Audio CD
- Classroom Presentation Toolkit CD-ROM
- Literature Library Teacher Resources CD-ROM
- BookLink CD-ROM
- Skill Level Up CD-ROM

Before You Read

Focus

Why Is It Important?

The Big Question in this unit asks students to explore the formation of their character. Have students write a list of their dominant qualities—both positive and negative—such as friendliness, impatience, intelligence, or high energy. Discuss whether students think these qualities are inborn or influenced by other people or events.

Teach

What You'll Read

In this unit, students ask themselves, “What Makes You Who You Are?” Reading poems and other works will help students answer this question. They will see that many people are shaped by their families, their environments, and their genes. As students learn about others’ character-forming experiences, they will make connections and gain insights into their own personalities.

What You'll Write

As they read the selections in this unit, students will take notes in their Unit 3 Foldables. At the end of the unit, they will use these notes as they write a response to literature and either create a self-portrait collage or play a group game based on the Big Question.

Explore the BIG Question

WHAT Makes You Who You Are?

What do you see when you look in the mirror? There are many factors that make each person unique. For example, how do you interact with others? What are your special interests? What are your personality traits, or the qualities that make you *you*?

Explore what makes you who you are:

- Family and Friends
- Dreams and Goals
- Character Traits

What You'll Read

Reading about the ways other people define themselves can help you explore the idea for yourself. In this unit, **poetry**—a form of literature written in **verse**, or lines, instead of running text—can provide clues to help you understand what makes people who they are. You will also read an interview, short stories, and other texts that can lead you to discover answers to the Big Question.

What You'll Write

As you explore the Big Question, you'll write notes in your Unit 3 **Foldable**. Later, you'll use these notes to complete two writing assignments related to the Big Question.

1. Write a Response to Literature

2. Choose a Unit Challenge

- **On Your Own Activity: Self-Portrait Collage**
- **Group Activity: Play a Game: Who Am I?**

What You'll Learn

Literary Elements

line and stanza
alliteration and assonance
description
symbol
rhyme
characterization
metaphor and simile
foreshadowing
personification
rhythm and meter
diction
tone
myth

Reading Skills and Strategies

analyze cultural context
make inferences about characters
make predictions about plot
evaluate characterization
make generalizations about plot

What You'll Learn

The **Literary Elements** and the **Reading Skills and Strategies** in this unit have been selected because they are particularly helpful in reading the featured genre—poetry. Each selection provides

opportunities for students to become familiar with the literary elements and practice and develop the reading skills and strategies.

Explore the BIG Question

Carmela Betagna, c.1880. John Singer Sargent. Oil on canvas, 23 1/2 × 19 1/2 in. Columbus Museum of Art. Bequest of Frederick W. Schumacher.

Eleven

Sandra Cisneros



What they don't understand about birthdays and what they never tell you is that when you're eleven, you're also ten, and nine, and eight, and seven, and six, and five, and four, and three, and two, and one. And when you wake up on your eleventh birthday you expect to feel eleven, but you don't. You open your eyes and everything's just like yesterday, only it's today. And you don't feel eleven at all. You feel like you're still ten. And you are—underneath the year that makes you eleven.

Like some days you might say something stupid, and that's the part of you that's still ten. Or maybe some days you might need to sit on your mama's lap because you're scared, and that's the part of you that's five. And maybe one day when you're all grown up maybe you will need to cry like if you're three, and that's okay. That's what I tell Mama when she's sad and needs to cry. Maybe she's feeling three.

Set a Purpose for Reading

Read this short story to learn what makes Rachel who she is at age eleven.

BQ BIG Question

Summarize what the narrator is saying about people's age in relation to who they are.

1

Eleven EXPLORE THE BIG QUESTION 299

UNIT THREE

Teach

Set a Purpose for Reading

In this selection, students will read about Rachel, who confronts a problem posed by an ugly red sweater on her eleventh birthday. Have students pay attention to the way the author describes Rachel's feelings as the story progresses. **Ask:** How does this experience change Rachel's feelings about herself?

BQ BIG Question | 1

The age a person feels and his or her chronological age are not always the same. A person can feel any age, depending on his or her mood or circumstances.

Approaching Level

DIFFERENTIATED INSTRUCTION

Established **Ask:** How do you usually feel on your birthday? Have students list emotions they feel on their birthdays and write them on the board. **Ask:** Do you feel one year older on your birthday? Students may answer yes or no. Poll their answers

and write the results on the board. Tell students to look for Rachel's descriptions of her feelings about turning eleven as they read the story. Tell them to pay particular attention to how those feelings change.

English Learners

DIFFERENTIATED INSTRUCTION

Intermediate Point out that most of the literary elements listed on page 298 are cognates. Stanza (*estrofa*) and diction (*lenguaje*) are the exceptions. Have students guess the Spanish equivalents for the rest of the terms and then use a dictionary to confirm their guesses.

Teach

BQ BIG Question 1

Students will likely answer that the owner has bad taste or no sense of style. Some may tag the owner as a “nerd” or some other kind of outcast.

Teaching Note

Visualize Read the vivid description of the red sweater aloud. Tell students to close their eyes and visualize a detailed image of the garment as you read. Then have them use colored pencils to draw the sweater as they imagined it. Have students share and compare their drawings.

APPROACHING **Ask:** *How would you feel if you were wearing this sweater in class?*

Because the way you grow old is kind of like an onion or like the rings inside a tree trunk¹ or like my little wooden dolls that fit one inside the other, each year inside the next one. That’s how being eleven years old is.

You don’t feel eleven. Not right away. It takes a few days, weeks even, sometimes even months before you say Eleven when they ask you. And you don’t feel smart eleven, not until you’re almost twelve. That’s the way it is.

Only today I wish I didn’t have only eleven years rattling inside me like pennies in a tin Band-Aid box. Today I wish I was one hundred and two instead of eleven because if I was one hundred and two I’d have known what to say when Mrs. Price put the red sweater on my desk. I would’ve known how to tell her it wasn’t mine instead of just sitting there with that look on my face and nothing coming out of my mouth.

“Whose is this?” Mrs. Price says, and she holds the red sweater up in the air for all the class to see.

“Whose? It’s been sitting in the coatroom for a month.”

“Not mine,” says everybody. “Not me.”

“It has to belong to somebody,” Mrs. Price keeps saying, but nobody can remember. It’s an ugly sweater with red plastic buttons and a collar and sleeves all stretched out like you could use it for a jump rope. It’s maybe a thousand years old and even if it belonged to me I wouldn’t say so.

Maybe because I’m skinny, maybe because she doesn’t like me, that stupid Sylvia Saldívar² says, “I think it belongs to Rachel.” An ugly sweater like that, all raggedy and old, but Mrs. Price believes her. Mrs. Price takes the sweater and puts it right on my desk, but when I open my mouth nothing comes out.

“That’s not, I don’t, you’re not . . . Not mine,” I finally say in a little voice that was maybe me when I was four.

¹ If something is *like the rings inside a tree trunk*, it has layers that show its age. Each ring in a tree trunk is a layer of wood added during a single growth period.

² Saldívar (säl de’văr)

BQ BIG Question

What do you think the sweater reveals about its owner?

Literary Element Practice



Setting Remind students that setting is the time and place in which a story occurs. **Ask:** *What is the setting of “Eleven”?* (a classroom) *Who else is in the classroom?* (classmates and a teacher) Discuss with students why the setting is important and how it affects the narrator’s emotions. (She is humiliated to be associated with the ugly sweater in front of her peers.)



Tone Remind students that tone is the writer’s attitude toward the events in the story. Have students think of words that describe the tone of the story and write them on the board. **Ask:** *How does the author set the tone?* (She describes physical sensations, uses long sentences, and includes words such as stupid.)

Teach

BQ BIG Question | 2

Students may give two reasons: She wants to think about something happy to make herself feel better, and she wants to feel more mature and in control than she does now.

Teaching Note

Connect to the Story Direct students' attention to Rachel's description of how she feels physically. **Ask:** *Have you ever felt like this when you were upset about something?* Tell students to think about a time when something upset them so much that they felt sick. Do not require students to share the experience with the class.

View the Art

Ask: *What does the expression on the girl's face in the picture tell you about how she is feeling? How are her feelings similar to Rachel's feelings in the story? (She looks unhappy and disappointed. These are the same feelings that Rachel has when she is accused of owning a sweater no one wants to claim.)*

"Of course it's yours," Mrs. Price says. "I remember you wearing it once." Because she's older and the teacher, she's right and I'm not.

Not mine, not mine, not mine, but Mrs. Price is already turning to page thirty-two, and math problem number four. I don't know why but all of a sudden I'm feeling sick inside, like the part of me that's three wants to come out of my eyes, only I squeeze them shut tight and bite down on my teeth real hard and try to remember today I am eleven, eleven. Mama is making a cake for me for tonight, and when Papa comes home everybody will sing Happy birthday, happy birthday to you.

But when the sick feeling goes away and I open my eyes, the red sweater's still sitting there like a big red

2

BQ BIG Question

Why does Rachel keep reminding herself that it's her birthday?



Girl Sitting in Classroom. Alberto Ruggieri.

Eleven EXPLORE THE BIG QUESTION 301

English Learners

DIFFERENTIATED INSTRUCTION

Intermediate Have students demonstrate their understanding and recall by orally answering factual questions about the story. **Ask:** *Why is today special to Rachel? (It's her birthday.) What does the sweater look like? (It is old, stretched out of shape, and has red plastic buttons.) Why does Rachel think Sylvia Saldivar says the sweater*

belongs to Rachel? (Rachel thinks Sylvia Saldivar does not like her.) What does Rachel want to do with the sweater? (She wants to throw it over the school yard fence at lunchtime.) Continue asking questions, and encourage students to use as many details as possible when they respond.

Advanced Learners

DIFFERENTIATED INSTRUCTION

Figures of Speech Cisneros uses several vivid images to describe Rachel's feelings. Ask students to choose an image they find particularly striking. Have them describe the image and talk about what that image conveys about Rachel, her feelings, or her perceptions.

UNIT THREE

BQ BIG Question | 1

Rachel is very emotional and sensitive, so conflicts are difficult for her to confront and overcome.

Teaching Note

Ask: *What do you think about how the narrator feels about growing older?* Encourage students to discuss some of the reasons she might feel this way. *(The narrator doesn't understand how someone could be expected to act smarter just because he or she had a birthday.)*

mountain. I move the red sweater to the corner of my desk with my ruler. I move my pencil and books and eraser as far from it as possible. I even move my chair a little to the right. Not mine, not mine, not mine.

In my head I'm thinking how long till lunchtime, how long till I can take the red sweater and throw it over the school yard fence, or leave it hanging on a parking meter, or bunch it up into a little ball and toss it in the alley. Except when math period ends Mrs. Price says loud and in front of everybody, "Now, Rachel, that's enough," because she sees I've shoved the red sweater to the tippy-tip corner of my desk and it's hanging all over the edge like a waterfall, but I don't care.

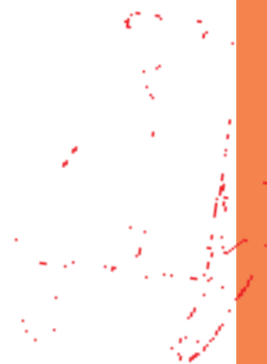
"Rachel," Mrs. Price says. She says it like she's getting mad. "You put that sweater on right now and no more nonsense."

"But it's not—"

"Now!" Mrs. Price says.

This is when I wish I wasn't eleven, because all the years inside of me—ten, nine, eight, seven, six, five, four, three, two, and one—are pushing at the back of my eyes when I put one arm through one sleeve of the sweater that smells like cottage cheese, and then the other arm through the other and stand there with my arms apart like if the sweater hurts me and it does, all itchy and full of germs that aren't even mine.

That's when everything I've been holding in since this morning, since when Mrs. Price put the sweater on my desk, finally lets go, and all of a sudden I'm crying in front of everybody. I wish I was invisible but I'm not. I'm eleven and it's my birthday today and I'm crying like I'm three in front of everybody. I put my head down on the desk and bury my face in my stupid clown-sweater arms. My face all hot and spit coming out of my mouth because I can't stop the little animal noises from coming out of me, until there aren't any more tears left in my eyes, and it's just my body



BQ BIG Question

What do you learn about Rachel and how she handles conflict?

1

302 UNIT 3 What Makes You Who You Are?

Reading Practice

Characterization Say: Characterization is the methods a writer uses to develop the personality of a character. Direct characterization is revealed through statements included in the story describing the character. In indirect characterization, a character's personality is revealed through his or her words and actions and through

what others say about him or her. **Ask:** Is Rachel's personality revealed mostly through direct or indirect characterization? How do you know? *(Indirect; since the story is told from first-person point of view, we only read what Rachel is thinking and saying.)* Then group students in pairs. Have one student describe him or herself using direct

characterization, making detailed statements. Have the other student reveal his or her personality through indirect characterization, acting out how he or she normally behaves and what he or she normally says on a daily basis.

more tears left in my eyes, and it's just my body shaking like when you have the hiccups, and my whole head hurts like when you drink milk too fast.

I wish I was invisible but I'm not.

But the worst part is right before the bell rings for lunch. That stupid Phyllis Lopez, who is even dumber than Sylvia Saldívar, says she remembers the red sweater is hers! I take it off right away and give it to her, only Mrs. Price pretends like everything's okay.

Today I'm eleven. There's a cake Mama's making for tonight, and when Papa comes home from work we'll eat it. There'll be candles and presents and everybody will sing Happy birthday, happy birthday to you, Rachel, only it's too late.

I'm eleven today. I'm eleven, ten, nine, eight, seven, six, five, four, three, two, and one, but I wish I was one hundred and two. I wish I was anything but eleven, because I want today to be far away already, far away like a runaway balloon, like a tiny *o* in the sky, so tiny-tiny you have to close your eyes to see it. 🎈

2

BQ BIG Question

What makes Rachel who she is on her eleventh birthday?

BQ BIG Question | 2

Students may say that the experiences and interactions from her previous eleven years have made her who she is.

Teaching Note

Compound Words Remind students that compound words are made up of two words that are joined together to form a new word. Examples from the story are coatroom, birthday, everything, something, everybody, runaway, and schoolyard.

Eleven EXPLORE THE BIG QUESTION 303

Approaching Level

DIFFERENTIATED INSTRUCTION



Emerging Ask students to imagine that Rachel is a friend of theirs who has just told them her story about the day she turned eleven. Then tell them that another friend wants to hear about what happened to Rachel when Rachel is not around. Have small groups of student discuss

the most important events and emotions in the story. Then have one student from each group retell the class the story in his or her own words. Other students can fill in important details or information that is left out.

After You Read

Assess

Respond and Think Critically

Possible answers:

1. On the day of her eleventh birthday, Rachel's teacher finds an ugly red sweater that someone forgot in the coatroom. One girl claims the sweater belongs to Rachel. When Rachel denies that the sweater is hers, the teacher does not believe her and makes her wear it. Rachel is so unhappy she cries in class. In the end, another student claims the sweater, but Rachel's birthday has been spoiled by the incident.
2. The person you were when you were younger is still part of you on the inside. As you grow, you add new layers of experience and personality.
3. She wants Mrs. Price to apologize for making her so unhappy.
4. No. She does not manage to speak up for herself when Mrs. Price first asks whom the sweater belongs to or later when the teacher insists the sweater is hers, and she cries like a young child over the incident.

Writing

Write a Personal Response Students' paragraphs should

- briefly restate the story's main events
- describe Rachel's feelings and give reasons for them
- list character traits they see in Rachel
- support their points with references to the story
- use correct grammar, punctuation, and spelling

After You Read

Respond and Think Critically

1. Use your own words to retell what happens on Rachel's birthday. **[Summarize]**
2. One of the themes of the story is expressed when Rachel says "the way you grow old is kind of like an onion or like the rings inside a tree trunk." What does she mean? **[Interpret]**
3. At the end of the story, Mrs. Price "pretends like everything's okay." What can you infer about what Rachel wants Mrs. Price to do? **[Infer]**
4. Does Rachel "act her age" on her birthday? Explain. **[Evaluate]**



Writing

Write a Personal Response What makes Rachel want to be far away, "like a tiny *o* in the sky"? Write a one-paragraph response that explains *what* happens to Rachel and *why* she feels like she does. Discuss the personality traits that she reveals throughout the story. You may want to begin your paragraph with this sentence:

On her eleventh birthday, Rachel wants to be far away because _____.

Learning Objectives

For page 304

In studying this text, you focused on the following objectives:

Literary Study:

Analyzing character.

Analyzing narrator.

Reading: Connecting to personal experience.

Writing: Writing a personal response.



Literature Online

Unit Resources For additional skills practice, go to glencoe.com and enter QuickPass code GL19756u3.

304 UNIT 3 What Makes You Who You Are?



Writing Practice

Comic Strip Provide students with sheets of paper with three blank frames. In small groups, have students choose three important scenes from the story. Encourage them to choose scenes that can be vividly illustrated. Have them draw these scenes in the blank frames. Then

have them write a short caption describing each scene below its frame. Tell students that their scenes should be presented in sequential order. Display the comic strips and have students check to see if other groups chose the same scenes they did.

Family and Friends



Thanksgiving. Malcah Zeldis. Private Collection. ©ARS, NY.

BQ BIG Question What Makes You Who You Are?

What does this picture of a holiday dinner show about the group of people gathered at the table? How does sharing an experience with family members or friends affect the kind of person you are?

Part 1: Family and Friends

Ask: Why is family important? Why are friends important? Give three or more reasons for each. (Possible responses: Family is important for providing love and protection, living together in a stable and happy home, and learning responsibilities and social skills. Friends are important for companionship, helping each other, and sometimes working together for certain goals.)

View the Art

Say: Thanksgiving and other holiday celebrations are popular subjects of artworks. Why do you think holiday celebrations are popular subjects for art? (They show special moments or cultural traditions when family and friends are gathered together.)

BQ BIG Question

Gathering together with family and friends can be an enriching experience that adds dimension to people whose lives might otherwise have a lonely and narrow focus.

305

English Learners

DIFFERENTIATED INSTRUCTION

Intermediate Tell about an activity that you do with your family or friends. Include how the activity positively affects you and others. Then have partners think about and discuss an activity they do with their family or friends. For example, students may help a parent cook dinner or play a game with friends. Have

students create a two-column chart. **Say:** In the first column, write the name of the family member or friend. In the second column, write why you do this activity together. Encourage partners to ask questions for more details or clarification. You may ask students to bring visuals such as photographs.

Before You Read

Focus

Bellringer Options

Daily Language Practice
Transparency 63

Or say: **Think about a time that someone apologized to you. Did you forgive him or her? How do you feel about this incident now?**

Have students discuss the meaning and consequence of forgiveness. Point out that an explicit forgiveness often allows people to move beyond incidents that otherwise might linger in memory.

Summary

The speaker's parents try to protect him from tougher, less privileged children. These other boys, who are also stronger and more active, bully the speaker. The speaker wishes for a chance to forgive the boys, but they never return his forced smile.

For summaries in languages other than English, see Unit 3 Teaching Resources, pp. 21–26.

Literary Element

Line And Stanza Prepare a handout of “My Parents” written as a single prose paragraph, without line or stanza breaks. To help students appreciate line and stanza, have them compare its effect in its original format to its effect as prose.

Before You Read

My Parents

Connect to the Poem

Think about a time when you wanted to belong to a group of people.

Quickwrite Freewrite for a few minutes about what you did to try to earn their respect or approval.

Build Background

A bully is a person who tries to hurt or control someone in a harmful way. Has someone ever told you, “Sticks and stones may break your bones, but names will never hurt you”? Often, we think of bullies as kids who hit or push other kids, but there are many ways to bully a person, and they all hurt. Using mean words, making someone feel unsafe, leaving someone out, and teasing are all ways people bully others.

- Bullying is a behavior that people learn.
- A bully bullies others to feel powerful.
- Bullies who don't get help often have trouble as adults.

Set Purposes for Reading

BQ BIG Question

As you read, ask yourself, how does the speaker deal with bullies?

Literary Element Line and Stanza

A **line** is a row of words in a poem. A **stanza** is a group of lines that forms a unit in a poem. Stanzas are, in effect, the paragraphs of a poem. They are usually set off by blank lines.

Lines and stanzas are important because they give a poem its shape on the page and help create the poem's meaning. Each stanza contains a single idea or helps develop the poem's main idea. Poets often use stanzas to organize the ideas and feelings in a poem. Line length also helps convey the poem's tone. For example, short lines can convey abrupt thoughts, while long lines can express a more rambling chain of ideas.

As you read, think about how each line and stanza adds to the meaning of the poem.

Learning Objectives

For pages 306–308

In studying this text, you will focus on the following objective:

Literary Study: Analyzing poetic form and structure.

Meet Stephen Spender



An English Writer Sir Stephen Spender was born in London. He was a poet, a critic, and an editor. His early poetry was inspired by political and social unrest.

Sir Stephen Spender was born in 1909 and died in 1995.



Author Search For more about Stephen Spender, go to glencoe.com and enter QuickPass code GL19756u3.

306 UNIT 3 What Makes You Who You Are?

Reading Practice



Make Inferences About Characters

Point out that poems use more compressed language than fiction—that is, they say more in fewer words. As a result, readers often have to read between the lines to gain a full picture of the characters depicted in a poem. Have students read the first stanza of “My Parents.” **Ask:** **Why do the children wear torn clothes?** (Their families probably cannot

afford new clothes.) **Why do the speaker's parents keep him from the children?** (They want to protect him and also probably don't want him to behave roughly.) **How does the speaker feel about these boys?** (He seems to be both afraid of them and envious of them.)

My Parents

Stephen Spender



Patrick Garland and Alexandra Bastedo, 1998. Stephen Finer. Oil on canvas. Private Collection.

View the Art What similarities do you find between the people in this painting and the children in the poem?

My parents kept me from children who were rough
Who threw words like stones and wore torn clothes
Their thighs showed through rags they ran in
the street
And climbed cliffs and stripped by the country streams.

5 I feared more than tigers their muscles like iron
Their jerking hands and their knees tight on my arms
I feared the salt coarse° pointing of those boys
Who copied my lisp° behind me on the road.

They were lithe° they sprang out behind hedges
10 Like dogs to bark at my world. They threw mud
While I looked the other way, pretending to smile.
I longed to forgive them but they never smiled.

7 Something that is coarse is very rough. A **coarse** person has bad manners.

8 A **lisp** is a speech problem that affects making s and z sounds.

9 A **lithe** person moves easily and is very flexible.

1

Line and Stanza How do the poet's word choices help create vivid images?

BQ BIG Question

How does the speaker deal with the bullies?

UNIT THREE

Teach

Literary Element

1

Line and Stanza *Thighs showed through rags* creates a striking visual of the bullies, who are young, strong, and poor, according to the description.



For additional literary element practice, see Unit 3 Teaching Resources, p. 27.

BQ BIG Question

He ignores them and acts as if their cruel behavior doesn't bother him.

Literary History

The New Poets Along with his close associate W. H. Auden, Stephen Spender was one of the leading "new poets" of the 1930s in England. These poets were characterized by their interest in modern technology and their strong political concerns. Spender spent time in Germany shortly before the Nazis came to power, and he and Auden together supported Spanish republicans in their civil war against Franco's fascists.

My Parents 307

Approaching Level

DIFFERENTIATED INSTRUCTION



Established Point out that monitoring comprehension is particularly important when reading poetry. The dense language and carefully chosen details of a poem can frustrate readers who read too quickly. **Say:** As you read "My Parents," stop at the end of each stanza and ask yourself whether you

understand what happened in the stanza. If you don't have a clear understanding, go back and find the spot where you lost the thread. Then reread the stanza from that point. Have students use self-stick notes to mark parts of the poem that give them difficulty.

English Learners

DIFFERENTIATED INSTRUCTION



Intermediate Spender's poem contains several verbs with irregular past tense forms. Have students circle the past tense verbs in the poem and then replace them with their present tense forms.

After You Read

Assess

For additional assessment, see Assessment Resources, pp. 81–82.

Respond and Think Critically

Possible answers:

1. The bullies use mean words, mistreat him physically, copy the speaker's lisp, frighten him, and throw mud at him.
2. The boys are pinning him down on the ground and kneeling on top of him.
3. The speaker compares the boys to tigers and dogs. He compares their mean words to stones and their muscles to iron.
4. Students may suggest that he blames his parents, not the bullies, for his not belonging to the group, or prefers to forgive and forget.
5. The first stanza gives possible reasons for the conflict. The second stanza describes the speaker's fear and the bullying. The third stanza describes the speaker's response to bullying.
6. Students might say that the title reflects the inability of the speaker's parents to protect the speaker from the bullies. Other students may point out that overprotecting may help make children the victims of bullying.

Spelling Link

nation: people occupying a defined territory under one political system

national: belonging to a nation as a whole

nationalism: devotion to one's country

After You Read

Respond and Think Critically

1. Use your own words to tell different ways the boys bully the speaker. [Summarize]
2. The speaker says that he feels the knees of the other boys "tight on my arms." What are the boys doing when he feels this? [Infer]
3. To what animals does the speaker compare the boys? What other comparisons does he make? [Compare]
4. Why do you think the speaker wants to forgive the boys for their cruel actions toward him? [Interpret]
5. **Literary Element Line and Stanza** Describe the key ideas in each stanza. [Analyze]
6. **BQ BIG Question** Why do you think Spender chose to call the poem "My Parents"? [Conclude]

Spelling Link

Patterns Based on Meaning The word *child* means "a young person, between infancy and youth." Think about the word *children* in "My Parents." Words that have related meanings often have related spellings. Notice that the word *child* appears in *children*. Can you think of more words related in meaning and spelling to *child*? For example, other related words are *childish*, *childhood*, and *childlike*.

Rule: Words related in meaning often have similar spelling patterns.

Examples: cloth, clothe, clothes, clothing

Practice On a sheet of paper, write the word *nation*. Then write other words that have a related meaning and spelling. Next to each word, write what you think it means. Then use a dictionary to check your spellings and definitions.

Writing

Write a Journal Entry Imagine that you and the speaker of the poem are friends. What would you say or do to help him? Would you say anything to the bullies? Observe your own surroundings to see how people handle bullies. Also ask a parent or a teacher for information on how to deal with bullies. Using your responses and observations, explain your thoughts in a journal entry.

TIP

Comparing

To answer question 3, remember that a simile is a figure of speech that uses *like* or *as* to compare two unlike things.

- Scan the poem for the words *like* or *as*.
- Identify the words that are linked by *like* or *as*.
- Think about what the comparisons mean.

FOLDABLES Study Organizer

Keep track of your ideas about the **BIG Question** in your unit Foldable.

Literature Online

Selection Resources

For Selection Quizzes, eFlashcards, and Reading-Writing Connection activities, go to glencoe.com and enter QuickPass code GL19756u3.

Writing

Write a Journal Entry Students may write that they could walk with their friend or encourage the speaker to join a different group. They could encourage him to stay calm and, if ignoring won't work, to tell the people who are bullying to stop or to inform a teacher or an adult. The friend could stand up for the speaker by telling the bullies to stop teasing.

Before You Read

Same Song and Maestro

Connect to the Poems

Do you worry about your appearance, or are you happy with the way you look?

Partner Talk With a partner, talk about which is more important: who you are on the inside or who you appear to be. Why do you think people focus so much on appearances?

Build Background

Pat Mora often writes poems that celebrate her Mexican American heritage and the joy of accepting the things that make people different.

- She says that a big reason for writing poetry “is to help people feel less lonely.”
- She recognizes that Mexican Americans are well aware of the borders in their lives. She likes to write about borders as places to bridge differences.
- A maestro is the master of an art. The word usually refers to a well-known and respected conductor, composer, or teacher of music.

Set Purposes for Reading

BQ BIG Question

As you read, ask yourself, how do our family and friends help make us who we are?

Literary Element Alliteration and Assonance

Alliteration is the repetition of consonant sounds at the beginnings of words. **Assonance** is the repetition of vowel sounds, especially within a line of poetry. The tongue twister “Peter Piper picked a peck of pickled peppers” contains both alliteration and assonance.

Poets often use alliteration and assonance to call attention to certain words, to add interest to the sound of a poem, or to create a certain tone or mood.

As you read, look for examples of alliteration and assonance.

Learning Objectives

For pages 309–314

In studying these texts, you will focus on the following objectives:

Literary Study:

- Analyzing alliteration.
- Analyzing assonance.

Meet Pat Mora



“Poetry is words woven together to create a musical surprise.”

—Pat Mora

Preserving Her Heritage

Pat Mora grew up in Texas near Mexico and spoke mainly Spanish at home. She preserves her Hispanic heritage by using Spanish phrases and Mexican cultural references in her books.

Literary Works Mora writes poetry, stories, and novels.

Pat Mora was born in 1942.



Literature Online

Author Search For more about Pat Mora, go to glencoe.com and enter QuickPass code GL19756u3.

Before You Read

Focus

Bellringer Options



Literature Launchers: Pre-Reading Videos DVD, Selection Launcher

Daily Language Practice Transparency 64

If possible, play students a selection of traditional Mexican music. **Ask:** **How does the music that you listen to express who you are?** Have students describe their favorite music and discuss what draws them to it. Point out that music can express both individual style and ties to family and cultural tradition.

Summary

In “Same Song,” the speaker watches her daughter get ready for school in the morning. The daughter puts on makeup and looks with dissatisfaction at her reflection. Later, the speaker watches her son lift weights. The son also seems displeased with his appearance. In “Maestro,” as a famous violinist wins applause from an admiring audience, he remembers playing Mexican songs with his mother, who sang, and his father, who played the guitar.



For summaries in languages other than English, see Unit 3 Teaching Resources, pp. 31–36.

Literary Element

Alliteration and Assonance Write on the board: *friend, day, kitten*. Have students make up alliterative phrases by matching each noun with an adjective beginning with the same letter.

Same Song and Maestro 309

English Learners

DIFFERENTIATED INSTRUCTION



Intermediate Tell students that they can use context to help figure out the meanings of unfamiliar words. Remind them to pay particular attention to words in the sentence that are used to make comparisons or contrasts with the unfamiliar word. Write these sentences on the board:

In her mauve dress, Ms. Johnson looked like a long-stemmed violet flower.

The jeweler peered at the watch like a doctor examining a patient.

Alonzo only works on his biceps, but I try to exercise my legs as well.

Ask students to determine the meaning of each underlined word from the context. Also ask them to indicate whether the sentence gives a comparison or a contrast.

UNIT THREE

Teach

View the Art

Pam Ingalls often paints interior scenes that look “as if someone is either about to enter the frame or has just left it.” Ask students to think about how our surroundings define us and how we define them. How do the son and daughter in “Same Song” respond to their environment?



Nancy's Sink, 2003. Pam Ingalls.

310 UNIT 3 What Makes You Who You Are?

Reading Practice

SPIRAL
REVIEW

Connect to Personal Experience Say: *In the poem, the speaker's daughter starts her day by putting on makeup. Her son ends the day by lifting weights.* Have students

discuss the reasons that people use cosmetics or exercise programs. Ask them whether any of them regularly use makeup or train with weights. Point out that some people may gain self-esteem by enhancing their appearance in these ways, while others may feel that these practices encourage excessive attention to

physical appearance. **Ask:** *In what ways do other people's opinions of your appearance matter to you? What do you do to affect how others see you?* Have students write a paragraph describing their thoughts and actions concerning physical appearance.

Same Song

Pat Mora

While my sixteen-year-old son sleeps,
my twelve-year-old daughter
stumbles into the bathroom at six a.m.
plugs in the curling iron
5 squeezes into faded jeans
curls her hair carefully
strokes Aztec Blue[°] shadow on her eyelids
smooths Frosted Mauve blusher[°] on her cheeks
outlines her mouth in Neon Pink[°]
10 peers into the mirror, mirror on the wall
frowns at her face, her eyes, her skin,
not fair.

At night this daughter
stumbles off to bed at nine
15 eyes half-shut while my son
jogs a mile in the cold dark
then lifts weights in the garage
curls and bench presses[°]
expanding biceps, triceps, pectorals,[°]
20 one-handed push-ups, one hundred sit-ups
peers into that mirror, mirror and frowns too.

7 **Aztec Blue** is a fancy name for a shade of blue.

8 **Frosted Mauve** is a silvery, pale purplish or rose color. **Blusher** is a kind of makeup used to add color to the cheeks.

9 **Neon** is an element used in some lights that can make them have very bright colors. Therefore, **Neon Pink** is a bright pink lipstick.

18 **Curls and bench presses** are two weight-lifting exercises for building muscles.

19 **Biceps, triceps, and pectorals** are muscles in the arms and chest. The **biceps** is the large muscle in the front of the upper arm. The **triceps** is the large muscle at the back of the upper arm. **Pectorals** are muscles that connect the chest walls to the bones of the upper arm and shoulder.

1 Alliteration and Assonance
How does the emphasis created by the alliteration in these lines add to the mood of the poem?

BQ BIG Question
What do the son and daughter have in common?

Same Song and Maestro 311

UNIT THREE

Teach

Literary Element

1

Alliteration and Assonance The repeated initial f ties together the words *frowns*, *face*, and *fair*. The alliteration emphasizes that the daughter is not happy with her appearance.

APPROACHING Ask: **Who frowns at her face in the mirror?** (*The speaker's daughter.*)

For additional literary element practice, see Unit 3 Teaching Resources, p. 37.

For an audio recording of this selection, use Listening Library Audio CD-ROM.

BQ BIG Question

They both care about their appearance, and they're both unhappy with how they look.

Approaching Level

DIFFERENTIATED INSTRUCTION



Established Discuss how the verbs *stumbles* and *peers* in the poem paint a more vivid picture than the words *walks* or *looks* would. Write the following paragraph on the board. Have students work with partners to replace the underlined verbs with more vivid choices.

Walking our dog is a pain! First, I have to get him to stand still for his leash. Then I pull him toward the door. He steps outside but tries to turn around and go back in. We finally walk to the corner. By that time we are both ready to go home.

UNIT THREE

Teach

Literary Element

1

Alliteration and Assonance The short *i* sound is repeated in the words *picked, with, quick, and fingertips*. It mimics the sound of a guitar.

BQ BIG Question

His mother has influenced him to become a maestro.

ENGLISH LEARNERS Have a native speaker of Spanish read lines 12–21 of the poem aloud. Then have the student translate the Spanish words for the class. **Say:** *Why do you think the poet used the Spanish words instead of the English ones?* (She wanted to emphasize the maestro's Mexican heritage.) **How does it sound to have Spanish words in the middle of an English poem?** (Possible answer: The language sounds like the music he grew up with, "sweet on the tongue.")

To check students' understanding of these selections, see Unit 3 Teaching Resources, pp. 39–40.

Maestro

Pat Mora

The Violinist, 1942. Raoul Dufy. Oil on panel. 22.5 x 14.5 cm. Private Collection.



He hears her
when he bows.
Rows of hands clap
again and again he bows
5 to stage lights and upturned faces
but he hears only his mother's voice

years ago in their small home
singing Mexican songs
one phrase at a time
10 while his father strummed the guitar
or picked the melody with quick fingertips.
Both cast their music in the air
for him to snare with his strings,
songs of *lunas* and *amor*¹⁴
15 learned bit by bit.
She'd nod, smile, as his bow slid
note to note, then the trio
*voz, guitarra, violín*¹⁸
would blend again and again
20 to the last pure note
sweet on the tongue.

¹⁴ *Lunas* (loo'näs) and *amor* (a mör') mean "moons" and "love" in Spanish.

¹⁸ The phrase *voz, guitarra, violín* (vös, gē tä'rärä, vē ö lēn') means "voice, guitar, violin" in Spanish.

Alliteration and Assonance

What assonance is in this line, and what sound does it mimic?

BQ BIG Question

Who or what has influenced the maestro to become who he is?

312 UNIT 3 What Makes You Who You Are?



Writing Practice



Write a Journal Entry **Say:** *The maestro in the poem cares more about his memories of his family than about the admiration of his audience. Think about times in your life when you have interacted with friends and family members or with strangers. Which have been more meaningful to you, and why?* Have students compose a journal entry

reflecting on their experience. Encourage them to use specific examples and sensory details to make their ideas vivid to readers.

Assess

For additional assessment, see Assessment Resources, pp. 83–84.

Respond and Think Critically

Possible answers:

1. The daughter awakens early to dress, curl her hair, and put on makeup.
2. The daughter is concerned with her clothes, face, eyes, skin, and hair. The son is concerned with building up his muscles.
3. The phrase “mirror, mirror on the wall” refers to a line from *Snow White*. Here, the line emphasizes the importance of physical beauty to the son and daughter. The mirror lets you see yourself as others see and, perhaps, judge you.
4. The maestro has been deeply influenced by his parents’ love of music, especially that of his mother. He associates music with her love and encouragement and still plays for her ears only.
5. The trio includes the boy, his mother, and his father. His mother sings, his father plays the guitar, and the boy plays the violin.
6. The characters in “Same Song” define themselves by their appearance. The images of the girl curling her hair and putting on makeup and of the boy running and weight lifting show that appearances are important to them. “Maestro” shows that a person’s value comes from within. The images of the maestro as a boy playing music with his parents show the importance of family to a person’s career choice and success.

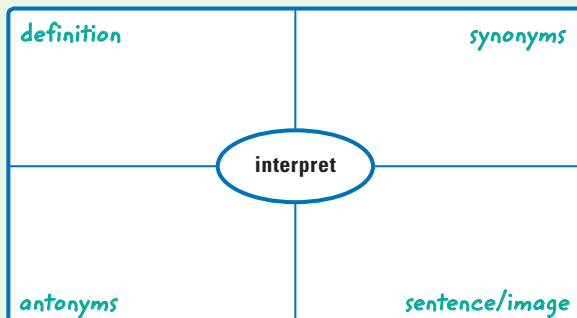
After You Read

Respond and Think Critically

1. What steps does the daughter in “Same Song” take to get ready in the morning? **[Recall]**
2. In “Same Song,” which part of the daughter’s and son’s appearance is most important to each? **[Identify]**
3. Why do you think the author repeats the phrase “mirror, mirror” in the two stanzas of “Same Song”? Explain the importance of the mirror. **[Analyze]**
4. Why does the maestro hear “only his mother’s voice” as he bows on stage after a performance? **[Analyze]**
5. In line 17 of “Maestro,” who are the people in the trio, and what musical role does each person have? **[Interpret]**
6. **BQ** **BIG Question** What does each poem say about what makes people who they are? How well does each poem get across its message? Use examples from the poems to support your ideas. **[Evaluate]**

Academic Vocabulary

When you **interpret** a poem or another piece of literature, you reveal or explain its meaning. For example, after reading about a character in a poem, you might *interpret* his or her actions to be heroic. To become more familiar with the word *interpret*, fill out a graphic organizer like the one below.



TIP

Analyzing

When you analyze, you look at separate parts of a piece of writing to understand the whole piece. Here are some tips to help you answer question 4.

- Look for details about the maestro’s mother. How does she interact with her son?
- Which lines in the poem hint at how the maestro feels about his parents and their music?
- Recall how the audience responds to the maestro. How might he feel about music and his mother?

FOLDABLES Study Organizer Keep track of your ideas about the **BIG Question** in your unit Foldable.

Literature Online

Selection Resources

For Selection Quizzes, eFlashcards, and Reading-Writing Connection activities, go to glencoe.com and enter QuickPass code GL19756u3.

Same Song and Maestro 313

Academic Vocabulary

Possible answers:

Definition: to examine or explain the meaning of something

Synonyms: analyze, read, judge, understand

Antonyms: misread

Sentence: You don’t have to interpret her words—she says exactly what she thinks.

After You Read

Literary Element

1. The title of “Same Song” is an example of alliteration, due to its repetition of a consonant sound.
2. The alliteration at the beginning of the poem makes it easier to memorize and visualize the images.
3. The song is the rhythm of life in the author’s household.
4. The images associated with the daughter and the son depict their attempts to achieve their looks and imply that their confidence is directly related to their outward appearance.
5. Students’ answers should relate to the senses shown on the graphic organizer.

Grammar Link

Sentences will vary but should include one singular pronoun, one plural pronoun, and one pronoun that can be either singular or plural. Students should be able to explain why the verb in each of their sentences takes the form it does (i.e. because it agrees with the pronoun in number).

Write with Style

Apply Sound Devices Poems will vary but should include concrete images that show who the speaker is and how he or she came to be that person. Poems should also include at least one line with alliteration and one line with assonance.

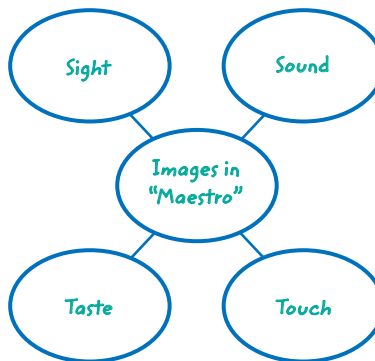
Literary Element Alliteration and Assonance

1. Is the title of “Same Song” an example of assonance or alliteration? Explain your answer.
2. Both poems contain alliteration in their first lines. Why is this an effective way to begin a poem?
3. The titles of both poems concern music. What is the *song* in “Same Song”?

Review: Imagery

As you learned on page 194, **imagery** is language that helps readers see, hear, feel, smell, and taste the things authors describe in their works. Poets have another reason for carefully choosing their images. Carefully chosen images help poets get across the meaning of their poems.

4. In “Same Song,” which images does the poet use to describe the daughter and son? What do these images tell you about each person?
5. Identify four images from “Maestro” that appeal to sight, sound, touch, and taste. Use a graphic organizer like the one below.



Grammar Link

Indefinite Pronouns An indefinite pronoun is a pronoun that does not refer to a particular person, place, or thing.

Many worry about appearance.

Most indefinite pronouns are either singular or plural. A few depend on how they are used in a sentence.

Singular: another, anybody, anyone, anything, each, either, everybody, everything, much, neither, nobody, no one, nothing, one, somebody, someone, something

Plural: both, few, many, others, several

Singular or plural: all, any, most, none, some

Often, an indefinite pronoun will be the subject of a sentence. The verb must agree with the pronoun in number.

- **Everyone** applauds the maestro. (singular)
- **Both** look into the mirror and frown. (plural)
- **All** of the maestro’s performance was magnificent. (singular to agree with *performance*)
- **Some** of the songs were about love. (plural to agree with *songs*)

Practice Choose one indefinite pronoun from each of the three groups listed above. Use each pronoun to write a sentence about one of the poems. Make sure that the verbs agree with the pronouns in number.

Write with Style

Apply Sound Devices How do your family and friends help shape who you are? Write a poem of one or two stanzas. Express how your family or your friends have influenced you. Use alliteration and assonance in your poem.

314 UNIT 3 What Makes You Who You Are?

Writing Practice



Partners Alliteration Choose a consonant at random. Lead the class in brainstorming a quick list of words that begin with this letter. Then, as a class, choose a subject for a poem. **Say:** **What sound would it make sense to have in a poem about this subject?** (Sample response: *The poem is about being sick, so it would make sense to include lots of k sounds, so the poem sounds like coughing.*) After

students have chosen a sound, lead the class in brainstorming another quick list. Then give students fifteen minutes to write their poems. Invite volunteers to read their poems to the class. Have students close their eyes and listen to the alliteration. **Ask:** **How does the alliteration help you picture the poem’s subject?**

Before You Read

The All-American Slurp

Connect to the Story

Think about a time when you felt awkward in a social setting because you didn't know what to do.

Quickwrite Freewrite for a few minutes about the situation and how you felt. Did you get any clues about how to act by observing others?

Build Background

Many thousands of people immigrate to the United States every year. During one year in the 1990s, about 54,000 people moved from China to the United States. More than 111,400 people came from Mexico; 14,700 from Cuba; and 41,300 from Vietnam.



Vocabulary

lavishly (lav' ish lē) *adv.* in a way that provides much more than is needed (p. 319). *The bed was lavishly covered with pillows.*

acquainted (ə kwān' tid) *adj.* knowing someone, or each other, but not closely (p. 320). *I became acquainted with other athletes when I joined the soccer team.*

blouse (blous) *n.* a woman's or girl's shirt (p. 321). *Angela wore a matching blue blouse and skirt.*

boost (bōōst) *n.* something that aids or advances a person or thing (p. 322). *Earning a good score on the exam was a boost to Jorge's spirits.*

coping (kō' ping) *v.* successfully dealing with something difficult (p. 328). *Since Marla's accident, she's been coping with a broken leg.*

Meet Lensey Namioka



"As a child, my greatest pleasure was reading. My aim is to write books that will give the same pleasure to young people today."

—Lensey Namioka

Inspired by Her Heritage

Lensey Namioka was born in China. Her family moved to the United States when she was nine years old. Namioka's Chinese cultural heritage and her husband's Japanese heritage have inspired many of her books. She often writes with humor about misunderstandings between different cultures.

Literary Works Lensey Namioka is the author of many books, including *April and the Dragon Lady* and the *Yang Family* series.

Lensey Namioka was born in 1929.



Author Search For more about Lensey Namioka, go to glencoe.com and enter QuickPass code GL19756u3.

The All-American Slurp 315

Approaching Level

DIFFERENTIATED INSTRUCTION

Vocabulary Preteaching Say: **Sometimes writers restate the meaning of a word in different terms.** Write on the board: *After the flood, we had to disinfect the basement. That is, we had to kill all the germs.* Point out that the sentence beginning with *that is* explains the meaning of *disinfect*. Provide other examples and have students identify the restated context clues.

English Learners

DIFFERENTIATED INSTRUCTION

Vocabulary Preteaching Show students objects or actions representing words. For example, ask: **Is anyone wearing a blouse?** Have her show it to her classmates.

Before You Read

Focus

Bellringer Options



Literature Launchers: Pre-Reading Videos DVD, Selection Launcher

Selection Focus Transparency 8

Daily Language Practice
Transparencies 65, 66

Or Say: **Name a custom you practice or habit you have that might seem odd to others. Do you recall how it started?** Discuss students' customs and habits and the reasons that lie behind them. Point out that customs that might seem completely natural in one context may look quite strange to observers in another context.

Vocabulary

Ask: Which vocabulary word names something that you might find in a closet? (*blouse*) Which is something that you might be doing with a problem? (*coping*) Which word is close in meaning to the word wastefully? (*lavishly*)



For additional vocabulary practice, see Unit 3 Teaching Resources, p. 49.



For additional context, use Glencoe Interactive Vocabulary CD-ROM.

Before You Read

Focus

Summary

The narrator is embarrassed when her Chinese family displays their unfamiliarity with American customs at a dinner party. Slowly, the family begins assimilating, but at a fancy restaurant, the narrator is again embarrassed when her family slurps their soup. The narrator's attitude changes when her family gives a Chinese dinner party. Here, it's their American guests who violate cultural expectations. The narrator then goes for ice cream with her friend Meg and learns that Americans slurp, too.

Literary Element

Description Explain that good description draws upon details from the five senses. Have students describe a familiar object using different senses.

Reading Skill

Analyze Cultural Context Imagine that a space traveler came to visit the United States. What American customs might he find puzzling? How could you explain them to the visitor? *(Students may mention various customs and their functions.)*

TRY IT

Ask the boys about the game.

Set Purposes for Reading

BQ BIG Question

As you read, ask yourself, how important is it to be just like everyone else?

Literary Element Description

A **description** is a detailed explanation of a person, a place, a thing, or an event. Good descriptive writing brings experiences and events to life. It helps readers see, hear, smell, taste, and feel the story's details.

Descriptions help you gain a clearer picture of events in the story and may indirectly illustrate themes. For example, when the author says that her family packed themselves into a sofa, you can imagine four people jammed together on a sofa that barely holds them.

As you read "The All-American Slurp," ask yourself, how do the descriptions add to the humorous tone of the story?

Reading Skill Analyze Cultural Context

Analyzing, or looking at separate parts of a piece of writing to understand the whole piece, is a way to think critically about a story. **Cultural context** is the shared qualities and beliefs of people living in a particular place and time. When you **analyze cultural context**, you think about the time and place of a work, as well as the values of the people in that time and place. In this story, you will analyze both Chinese culture and American culture.

Sometimes people of cultures different from your own may speak or act in ways that seem strange to you. Analyzing cultural context will help you better understand the characters.

To **analyze cultural context**, pay attention to

- the time and place of the story
- the values of the characters, as shown through details and dialogue
- the characters' customs, especially those related to eating and drinking

As you read, you may find it helpful to use a graphic organizer like the one below.

Detail	What It Reveals
The family pulls strings out of the celery.	They aren't used to eating raw celery.

Learning Objectives

For pages 315–330

In studying this text, you will focus on the following objectives:

Literary Study: Analyzing description.

Reading: Analyzing cultural context.

TRY IT

Analyze Cultural Context You notice two boys whose culture is different from yours playing a game you don't recognize. It looks like fun. How can you find out more about the game?

316 UNIT 3 What Makes You Who You Are?

English Learners

DIFFERENTIATED INSTRUCTION

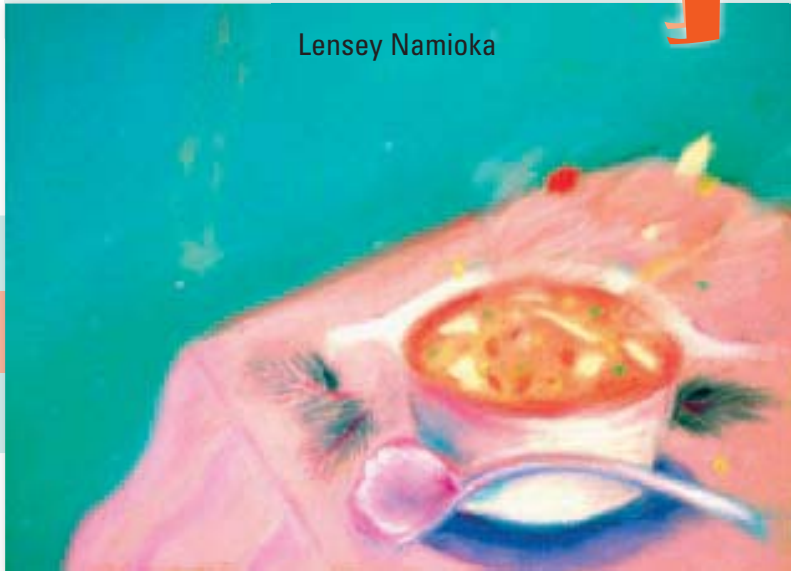
Intermediate Say: In "The All-American Slurp," both the narrator's family and their American-born friends learn about one another's cultures by sharing food. Ask students to think about a kind of food that has particular significance for their family

or culture. Have them bring in a recipe for the food and give a short oral presentation describing why it is meaningful to them. If possible, have students bring in samples of food for a multicultural potluck.

The All-American

Slurp

Lensey Namioka



Soup on Tabletop, 1999.
Linda Montgomery.

The first time our family was invited out to dinner in America, we disgraced¹ ourselves while eating celery. We had emigrated² to this country from China, and during our early days here, we had a hard time with American table manners.

In China we never ate celery raw, or any other kind of vegetable raw. We always had to disinfect³ the vegetables in boiling water first. When we were presented with our first relish tray, the raw celery caught us unprepared.

¹ A person who has **disgraced** himself has brought shame upon himself.

² A family who has **emigrated** has moved from one place or country to settle in another place.

³ When you **disinfect** something, you clean it to kill the germs on it.

The All-American Slurp 317

UNIT THREE

Teach

View the Art

Read the title aloud and have students look at the picture below it. Ask students to identify the subject of the picture. (*a pot of soup*) **Ask: How do you think the title relates to the picture?** (*Some people slurp when eating soup.*) Then have students predict what the story is going to be about and ask them to explain why they think so. (*Students might say it's going to be about the way Americans eat because the picture is of food and the title describes a way of eating or drinking.*)

For an audio recording of this selection, use Listening Library Audio CD-ROM.

Readability Scores

Dale-Chall: 5.1

DRP: 53

Lexile: 890

Approaching Level

DIFFERENTIATED INSTRUCTION



Emerging Say: Authors sometimes pick titles for their stories in order to send a message about the meaning of the story. For instance, a story about a student who got too much homework might be called "Homework Nightmare." Notice the title of the story. What does *all-American* mean? (*completely*

American) **What is a slurp?** (*a sound made while drinking*) Discuss with students what they can predict about the story based on the title. After they have finished reading the story, have them write a sentence or two explaining why the title was an appropriate one.

UNIT THREE

Teach

Literary Element

1

Description Their uncomfortable movements and nervous glances show that they are uncertain about how to behave.

For additional literary element practice, see Unit 3 Teaching Resources, p. 47.

Reading Skill

2

Analyze Cultural Context Her parents do not necessarily expect to enjoy new experiences, but when the experiences are pleasantly surprising, they appreciate them.

For additional reading skill or strategy practice, see Unit 3 Teaching Resources, p. 48.

Cultural History

Lactose Intolerance Dairy products do not play a significant role in the diets of many Asian cultures because a large percentage of people in Asia are lactose intolerant. They do not have an enzyme allowing them to digest milk easily after childhood. Some scientists speculate that most Europeans are lactose tolerant because their ancestors lived in close contact with dairy herds.

1

We had been invited to dinner by our neighbors, the Gleasons. After arriving at the house, we shook hands with our hosts and packed ourselves into a sofa. As our family of four sat stiffly in a row, my younger brother and I stole glances at our parents for a clue as to what to do next.

Mrs. Gleason offered the relish tray to Mother. The tray looked pretty, with its tiny red radishes, curly sticks of carrots, and long, slender stalks of pale green celery. "Do try some of the celery, Mrs. Lin," she said. "It's from a local farmer, and it's sweet."

Mother picked up one of the green stalks, and Father followed suit. Then I picked up a stalk, and my brother did too. So there we sat, each with a stalk of celery in our right hand.

Mrs. Gleason kept smiling. "Would you like to try some of the dip, Mrs. Lin? It's my own recipe: sour cream and onion flakes, with a dash of Tabasco sauce."

Most Chinese don't care for dairy products, and in those days I wasn't even ready to drink fresh milk. Sour cream sounded perfectly revolting. Our family shook our heads in unison.⁴

2

Mrs. Gleason went off with the relish tray to the other guests, and we carefully watched to see what they did. Everyone seemed to eat the raw vegetables quite happily.

Mother took a bite of her celery. *Crunch*. "It's not bad!" she whispered.

Father took a bite of his celery. *Crunch*. "Yes, it is good," he said, looking surprised.

I took a bite, and then my brother. *Crunch, crunch*. It was more than good; it was delicious. Raw celery has a slight sparkle, a zingy taste that you don't get in cooked celery. When Mrs. Gleason came around with the relish tray, we each took another stalk of celery, except my brother. He took two.

There was only one problem: long strings ran through the length of the stalk, and they got caught in my teeth.

⁴ When people speak or act in **unison**, they say or do the same thing at the same moment.

Description What does this description reveal about how the narrator and her family are feeling?

Analyze Cultural Context What does this tell you about the narrator's family?

318 UNIT 3 What Makes You Who You Are?

Reading Practice



Visualize Remind students that visualizing the descriptions provided by the author can help them to understand a story more thoroughly. **Say:** **Lensey Namioka writes detailed descriptions of the Gleason's party to help you visualize what the events look like.**

Have students select two or three images from the first three pages of the story that they feel conjure up striking images. Ask them to choose one image in particular and write a paragraph

adding further details to Namioka's description. Suggest to students that they ask themselves questions to fill out their paragraph, such as: How is the Gleasons' house decorated? What are the party guests wearing?

When I help my mother in the kitchen, I always pull the strings out before slicing celery.

I pulled the strings out of my stalk.

Z-z-zip, z-z-zip. My brother followed suit. Z-z-zip, z-z-zip, z-z-zip. To my left, my parents were taking care of their own stalks. Z-z-zip, z-z-zip, z-z-zip.

Suddenly I realized that there was dead silence except for our zipping. Looking up, I saw that the eyes of everyone in the room were on our family. Mr. and Mrs. Gleason, their daughter Meg, who was my friend, and their neighbors the Badels—they were all staring at us as we busily pulled the strings of our celery.

That wasn't the end of it. Mrs. Gleason announced that dinner was served and invited us to the dining table. It was lavishly covered with platters of food, but we couldn't see any chairs around the table. So we helpfully carried over some dining chairs and sat down. All the other guests just stood there.

Mrs. Gleason bent down and whispered to us, "This is a buffet dinner. You help yourselves to some food and eat it in the living room."

Our family beat a retreat back to the sofa as if chased by enemy soldiers. For the rest of the evening, too mortified to go back to the dining table, I nursed⁵ a bit of potato salad on my plate.

Next day Meg and I got on the school bus together. I wasn't sure how she would feel about me after the spectacle our family made at the party. But she was just the same as usual, and the only reference she made to the party was, "Hope you and your folks got enough to eat last night. You certainly didn't take very much. Mom never tries to figure out how much food to prepare. She just puts everything on the table and hopes for the best."

I began to relax. The Gleasons' dinner party wasn't so different from a Chinese meal after all. My mother also puts everything on the table and hopes for the best.

⁵ A person who **nursed** food or drink ate or drank it very slowly.

Vocabulary

lavishly (lav'ish lē) *adv.* in a way that provides much more than is needed

3

Analyze Cultural Context
Why is everyone staring at the Lins?

4

Description What does this description suggest about how the Lins feel at this moment?

UNIT THREE

Teach

Reading Skill

3

Analyze Cultural Context The other guests are unused to seeing people pull the strings out of their celery.

Literary Element

4

Description They move fast because they are embarrassed.

ENGLISH LEARNERS **Ask:** What does **beat a retreat mean?** (*quickly move back to safety*)

English Learners

DIFFERENTIATED INSTRUCTION

Intermediate Say: Good writers like Namioka use vivid words, such as *whispered* and *nursed*, to make their descriptions lively and precise. Vivid words bring a story to life for readers—they can see, hear, taste, feel, and smell the things that the author is describing.

Copy the following paragraph on the board. Have students replace the underlined words with vivid, sensory language.

I can't believe I just did that! I went into the classroom just as the bell rang, sat down, put down my books, looked at the other kids in class, and found out I was in the wrong room! I feel dumb.

Teach

Reading Skill

1

Analyze Cultural Context English has many changes in verb tenses that do not occur in Chinese, so this makes the English language difficult to learn.

Teaching Note

Tenses This page includes several terms that refer to English rules of grammar, including verbs and their tenses: present, past imperfect, perfect, pluperfect, future, and future perfect. Briefly explain that a verb expresses an action or a state of being. Also briefly explain the various tenses emphasizing that they reflect temporal states. Then **say: See and saw are two tenses of the same verb. Which is present and which is past?** (*See is present and saw is past.*)

Meg was the first friend I had made after we came to America. I eventually got **acquainted** with a few other kids in school, but Meg was still the only real friend I had.

My brother didn't have any problems making friends. He spent all his time with some boys who were teaching him baseball, and in no time he could speak English much faster than I could—not better, but faster.

I worried more about making mistakes, and I spoke carefully, making sure I could say everything right before opening my mouth. At least I had a better accent than my parents, who never really got rid of their Chinese accent, even years later. My parents had both studied English in school before coming to America, but what they had studied was mostly written English, not spoken.

Father's approach to English was a scientific one. Since Chinese verbs have no tense, he was fascinated by the way English verbs changed form according to whether they were in the present, past imperfect, perfect, pluperfect, future, or future perfect tense. He was always making diagrams of verbs and their inflections,⁶ and he looked for opportunities to show off his mastery of the pluperfect and future perfect tenses, his two favorites. "I shall have finished my project by Monday," he would say smugly.

Mother's approach was to memorize lists of polite phrases that would cover all possible social situations. She was constantly muttering things like "I'm fine, thank you. And you?" Once she accidentally stepped on someone's foot, and hurriedly blurted, "Oh, that's quite all right!" Embarrassed by her slip, she resolved to do better next time. So when someone stepped on *her* foot, she cried, "You're welcome!"

In our own different ways, we made progress in learning English. But I had another worry, and that was my appearance. My brother didn't have to worry, since Mother bought him blue jeans for school, and he dressed

⁶ **Inflections** are the forms and tenses of a word, which change depending on how the word is used in a sentence.

Vocabulary

acquainted (ə kwān' tid) *adj.* knowing someone, or each other, but not closely

Analyze Cultural Context

How might this cultural difference affect a Chinese person's ability to learn English?

320 UNIT 3 What Makes You Who You Are?



Writing Practice

Point of View Remind students that point of view is the relationship of the narrator to the story. "The All-American Slurp" is written from the first-person point of view. The narrator describes in great detail what happens at the dinner party and how she feels. Now, explain to students that point of view is important because the way we interpret events is often influenced

by who tells us about them. Ask students to write about the events at the dinner party from Meg's point of view. How might she see things differently? How might her reactions have been different from the narrator's?

like all the other boys. But she insisted that girls had to wear skirts. By the time she saw that Meg and the other girls were wearing jeans, it was too late. My school clothes were bought already, and we didn't have money left to buy new outfits for me. We had too many other things to buy first, like furniture, pots, and pans.

The first time I visited Meg's house, she took me upstairs to her room, and I wound up trying on her clothes. We were pretty much the same size, since Meg was shorter and thinner than average. Maybe that's how we became friends in the first place. Wearing Meg's jeans and T-shirt, I looked at myself in the mirror. I could almost pass for an American—from the back, anyway. At least the kids in school wouldn't stop and stare at me in the hallways, which was what they did when they saw me in my white blouse and navy blue skirt that went a couple of inches below the knees.

When Meg came to my house, I invited her to try on my Chinese dresses, the ones with a high collar and slits up the sides. Meg's eyes were bright as she looked at herself in the mirror. She struck several sultry poses,⁷ and we nearly fell over laughing.

The dinner party at the Gleasons' didn't stop my growing friendship with Meg. Things were getting better for me in other ways too. Mother finally bought me some jeans at the end of the month, when Father got his paycheck. She wasn't in any hurry about buying them at first, until I worked on her. This is what I did. Since we didn't have a car in those days, I often ran down to the neighborhood store to pick up things for her. The groceries cost less at a big supermarket, but the closest one was many blocks away. One day, when she ran out of flour, I offered to borrow a bike from our neighbor's son and buy a ten-pound bag of flour at the big supermarket. I mounted the boy's bike and waved to Mother. "I'll be back in five minutes!"

⁷ When Meg strikes *sultry poses*, she is trying out different looks that she thinks are seductive or flirty.

Vocabulary

blouse (blous) *n.* a woman's or girl's shirt

2

Analyze Cultural Context

Why do you think Mrs. Lin insists that girls wear skirts?

BQ BIG Question

Why does the narrator want to pass for an American?

UNIT THREE

Teach

Reading Skill

2

Analyze Cultural Context She thinks that it is inappropriate for girls to wear pants. In her culture, girls may have been required to wear skirts to school.

BQ BIG Question

She wants to fit in and doesn't want to be noticed for being different.

Approaching Level

DIFFERENTIATED INSTRUCTION

Established Have students fill in this chart to compare Chinese and American cultures. Ask them to work with a partner to complete the chart with four comparable details from each culture.

Chinese	American
1.	
2.	
3.	
4.	

UNIT THREE

Teach

Reading Skill

1

Analyze Cultural Context The narrator thinks that wearing jeans, driving cars, playing baseball, and shopping at rummage sales is what American families do. She wants her family to fit in and be accepted by Americans.

Literary Element

2

Description The headwaiter dressed in tails, the darkness lit by candles, and the tinkling melodies of the harp help the reader imagine the setting.

Before I started pedaling, I heard her voice behind me. “You can’t go out in public like that! People can see all the way up to your thighs!”

“I’m sorry,” I said innocently. “I thought you were in a hurry to get the flour.” For dinner we were going to have pot-stickers (fried Chinese dumplings), and we needed a lot of flour.

“Couldn’t you borrow a girl’s bicycle?” complained Mother. “That way your skirt won’t be pushed up.”

“There aren’t too many of those around,” I said. “Almost all the girls wear jeans while riding a bike, so they don’t see any point buying a girl’s bike.”

We didn’t eat pot-stickers that evening, and Mother was thoughtful. Next day we took the bus downtown and she bought me a pair of jeans. In the same week, my brother made the baseball team of his junior high school, Father started taking driving lessons, and Mother discovered rummage sales. We soon got all the furniture we needed, plus a dart board and a 1,000-piece jigsaw puzzle (fourteen hours later, we discovered that it was a 999-piece jigsaw puzzle). There was hope that the Lins might become a normal American family after all.

Then came our dinner at the Lakeview restaurant.

The Lakeview was an expensive restaurant, one of those places where a headwaiter dressed in tails conducted you to your seat, and the only light came from candles and flaming desserts. In one corner of the room a lady harpist played tinkling melodies.

Father wanted to celebrate, because he had just been promoted. He worked for an electronics company, and after his English started improving, his superiors⁸ decided to appoint him to a position more suited to his training. The promotion not only brought a higher salary but was also a tremendous boost to his pride.

⁸ At work, Father’s *superiors* are his managers or bosses.

Vocabulary

boost (bōōst) *n.* something that aids or advances a person or thing

Visual Vocabulary

The headwaiter is wearing a formal suit with a jacket that has long panels in the back. This kind of jacket is called **tails**, which is a nickname for “tailcoat.”



Analyze Cultural Context

What is the narrator’s picture of a normal American family? Why is it important to her that her family become one?

Description What details help readers picture the restaurant?

322 UNIT 3 What Makes You Who You Are?

Literary Element Practice



Conflict Say: The conflict in a story is the struggle that takes place between opposing forces. Conflict can either be external, such as between two persons or groups, or internal, within a single character.

Ask: What is the main conflict in this story? Is it internal or external? (The main conflict is internal: the narrator’s internal conflict between

her love for her family and her desire to seem American.) Ask students to pay attention to the conflict as they read the rest of the story, particularly to the way in which it is resolved at the end.

Teach



Saturday in Soho. Dale Kennington. Oil on canvas.

Up to then we had eaten only in Chinese restaurants. Although my brother and I were becoming fond of hamburgers, my parents didn't care much for western food, other than chow mein.⁹

But this was a special occasion, and Father asked his coworkers to recommend a really elegant restaurant. So there we were at the Lakeview, stumbling after the head-waiter in the murky dining room.

At our table we were handed our menus, and they were so big that to read mine I almost had to stand up again. But why bother? It was mostly in French, anyway.

Father, being an engineer, was always systematic. He took out a pocket French dictionary. "They told me that most of the items would be in French, so I came prepared." He even had a pocket flashlight, the size of a marking pen. While Mother held the flashlight over the menu, he looked up the items that were in French.

⁹ *Chow mein* is a Chinese American dish made of shredded fish or meat and vegetables, served with fried noodles.

View the Art As you visualized the Lakeview restaurant, did it look like this painting? Explain.

3

Description How does this description capture what the narrator and her family are feeling?

View the Art

Students may say that the restaurant in the painting looks similar to how they visualized the restaurant in the story because it looks fancy with linen tablecloths and wine glasses on the table, or they may say it does not look similar because no one is wearing tails, and there are no candles or harpist. **Ask:** Would you like to eat in a restaurant like the one in the painting?

Literary Element

3

Description The word *stumbling* makes it seem that the family is unsure of their footing and sense of belonging. The murkiness makes the restaurant feel unwelcoming.

The All-American Slurp 323

English Learners

DIFFERENTIATED INSTRUCTION



Intermediate Say: The writer uses detailed language to describe the family's dinner at the Lakeview. Use context clues in her description to figure out the meaning of unfamiliar words. Ask volunteers to define the following words, based on context clues: *elegant*, *murky*, *peculiar* (*stylish*, *dark*,

strange). Discuss the connotations of each word, pointing out or eliciting that *elegant* has a positive connotation while *murky* and *peculiar* have negative ones. Then ask students to use each word correctly in a sentence.

UNIT THREE

Teach

View the Art

The style of this painting and the painting on the previous page are very realistic. Have students look at both pictures and compare them with the picture on the title page.

Ask: **Why do you think the painter of each picture chose a realistic or non-realistic style?** (*The realistic painters wanted to show details as they appear in real life and the non-realistic painter is more concerned with the mood or feeling of the picture.*) **Which style do you prefer? Why?**



Italian Waiter.
Dale Kennington.
Oil on canvas.

Literary Element

1

Description The narrator uses exaggeration to show that she feels uncomfortable and embarrassed by her parents.

ENGLISH LEARNERS What does the narrator mean when she says that she *died* at the dinner? (*She was so embarrassed that she wished she were dead.*)

1

"Pâté en croûte,"¹⁰ he muttered. "Let's see . . . *pâté* is paste . . . *croûte* is crust . . . hmm . . . a paste in crust."

The waiter stood looking patient. I squirmed and died at least fifty times.

At long last Father gave up. "Why don't we just order four complete dinners at random?" he suggested.

"Isn't that risky?" asked Mother. "The French eat some rather peculiar things, I've heard."

"A Chinese can eat anything a Frenchman can eat," Father declared.

The soup arrived in a plate. How do you get soup up from a plate? I glanced at the other diners, but the ones at the nearby tables were not on their soup course, while the more distant ones were invisible in the darkness.

Description How does the description reveal what the narrator is feeling?

10 *Pâté en croûte* (pä tä ən krōōt') is finely ground meat baked in a small pie shell.

Listening and Speaking Practice

Oral Presentation Say: The title "The All-American Slurp" suggests that there are certain customs that most Americans share. Ask students to think about what they consider "all-American." Discuss aspects of American culture such as food, language, entertainment, art, religion, and clothing. Then ask students to select one particular area of American culture and conduct research using library and Internet resources to gain a deeper

understanding of that aspect. Have students present the results of their research to the class.



For help with creating presentations, see Student Presentation Builder on StudentWorks Plus.

Fortunately my parents had studied books on western etiquette¹¹ before they came to America. “Tilt your plate,” whispered my mother. “It’s easier to spoon the soup up that way.”

She was right. Tilting the plate did the trick. But the etiquette book didn’t say anything about what you did after the soup reached your lips. As any respectable Chinese knows, the correct way to eat your soup is to slurp. This helps to cool the liquid and prevent you from burning your lips. It also shows your appreciation.

We showed our appreciation. *Shloop*, went my father. *Shloop*, went my mother. *Shloop, shloop*, went my brother, who was the hungriest.

The lady harpist stopped playing to take a rest. And in the silence, our family’s consumption of soup suddenly seemed unnaturally loud. You know how it sounds on a rocky beach when the tide goes out and the water drains from all those little pools? They go *shloop, shloop, shloop*. That was the Lin family, eating soup.

At the next table a waiter was pouring wine. When a large *shloop* reached him, he froze. The bottle continued to pour, and red wine flooded the tabletop and into the lap of a customer. Even the customer didn’t notice anything at first, being also hypnotized by the *shloop, shloop, shloop*.

It was too much. “I need to go to the toilet,” I mumbled, jumping to my feet. A waiter, sensing my urgency, quickly directed me to the ladies’ room.

I splashed cold water on my burning face, and as I dried myself with a paper towel, I stared into the mirror. In this perfumed ladies’ room, with its pink-and-silver wallpaper and marbled sinks, I looked completely out of place. What was I doing here? What was our family doing in the Lakeview restaurant? In America?

The door to the ladies’ room opened. A woman came in and glanced curiously at me. I retreated into one of the toilet cubicles and latched the door.

Time passed—maybe half an hour, maybe an hour. Then

¹¹ **Etiquette** means the rules for manners or polite behavior, which vary in different places and cultures.

2

Analyze Cultural Context

Why might Americans fail to understand why the Chinese slurp their soup?

3

Description

Why does the narrator use the image of a rocky beach to describe eating soup?

UNIT THREE

Teach

Reading Skill

2

Analyze Cultural Context Many Americans are taught that slurping food is rude, so they might not understand that this is a respectable way to eat soup in the Chinese culture.

Literary Element

3

Description She is comparing the sound of her family eating soup to the loud and constant noise made by water draining from little pools on a rocky beach.

Writer’s Technique

Comic Effect Incongruity, or putting together actions or events that do not quite fit, can often create a comic effect. Lensey Namioka uses incongruity in several ways in the scene at the Lakeview. For instance, both her father’s earnest attempts to form a translation that makes no sense in English and the *shlooping* sound that clashes with the formal setting are examples of incongruity.

Advanced Learners

DIFFERENTIATED INSTRUCTION



Learn About Careers Say: “*The All-American Slurp*” is a story about some of the difficulties that cultural differences can cause for immigrants. There are many possible careers that deal with cultural differences. Translators, advocates for immigrants, and employees of the U.S. Foreign Service all work in different ways to cross cultural barriers. Have students research one of these potential careers. Ask them to find out what training is needed to

pursue this career, what typical tasks are performed, and what major advantages and disadvantages the career has. If possible, invite as a guest speaker someone involved in one of these or a similar career.

Teach

Reading Skill

1

Analyze Cultural Context The parents go to PTA meetings and dress like American parents.

BQ BIG Question

She seems pleased that her parents are proud of her even though they still cling to some of their Chinese ways.

I heard the door open again, and my mother's voice. "Are you in there? You're not sick, are you?"

There was real concern in her voice. A girl can't leave her family just because they slurp their soup. Besides, the toilet cubicle had a few drawbacks as a permanent residence. "I'm all right," I said, undoing the latch.

Mother didn't tell me how the rest of the dinner went, and I didn't want to know. In the weeks following, I managed to push the whole thing into the back of my mind, where it jumped out at me only a few times a day. Even now, I turn hot all over when I think of the Lakeview restaurant.

But by the time we had been in this country for three months, our family was definitely making progress toward becoming Americanized. I remember my parents' first

1

PTA¹² meeting. Father wore a neat suit and tie, and Mother put on her first pair of high heels. She stumbled only once. They met my homeroom teacher and beamed as she told them that I would make honor roll soon at the rate I was going. Of course Chinese etiquette forced Father to say that I was a very stupid girl and Mother to protest that the teacher was showing favoritism toward me. But I could tell they were both very proud.

The day came when my parents announced that they wanted to give a dinner party. We had invited Chinese friends to eat with us before, but this dinner was going to be different. In addition to a Chinese-American family, we were going to invite the Gleasons.

"Gee, I can hardly wait to have dinner at your house," Meg said to me. "I just *love* Chinese food."

That was a relief. Mother was a good cook, but I wasn't sure if people who ate sour cream would also eat chicken gizzards stewed in soy sauce.

Mother decided not to take a chance with chicken gizzards. Since we had western guests, she set the table with large dinner plates, which we never used in Chinese meals. In fact we didn't use individual plates at all, but picked up food from the platters in the middle of the table and brought it directly to our rice bowls. Following the

¹² PTA stands for Parent-Teacher Association.

Analyze Cultural Context

How are the Lins becoming more Americanized?

BQ BIG Question

How is the narrator affected by her parents' opinion of her?

Writing Practice

Research and Report Tell students that Chinese culture is known for its many rules of etiquette. Ask students to choose one of the following subjects and to use reliable and authoritative Internet sources as well as other resources to research Chinese etiquette:

- gift giving
- greeting people
- dinner parties/entertainment
- compliments

If possible, students should interview Chinese individuals to get their perspective on questions of etiquette. Ask students to develop a main idea after they organize their notes. Tell them to support their ideas with details, examples, and explanations. Instruct them to credit their sources and to include a bibliography page in their brief report. Ask volunteers to share their reports with the class.

Teach



The Soto Kids. Pamela Chin Lee. Oil on canvas.

practice of Chinese-American restaurants, Mother also placed large serving spoons on the platters.

The dinner started well. Mrs. Gleason exclaimed at the beautifully arranged dishes of food: the colorful candied fruit in the sweet-and-sour pork dish, the noodle-thin shreds of chicken meat stir-fried with tiny peas, and the glistening pink **prawns** in a ginger sauce.

At first I was too busy enjoying my food to notice how the guests were doing. But soon I remembered my duties. Sometimes guests were too polite to help themselves and you had to serve them with more food.

I glanced at Meg, to see if she needed more food, and my eyes nearly popped out at the sight of her plate. It was piled with food: the sweet-and-sour meat pushed right against the chicken shreds, and the chicken sauce ran into the prawns. She had been taking food from a second dish before she finished eating her helping from the first!

Horrified, I turned to look at Mrs. Gleason. She was dumping rice out of her bowl and putting it on her dinner

Visual Vocabulary

Prawns are large shrimp.



The All-American Slurp 327

Approaching Level

DIFFERENTIATED INSTRUCTION



Emerging Many books of etiquette (manners) list formal rules of social behavior that are now dated and ignored. Check out several different older books of etiquette from the public library. Have students work in groups to identify four rules of etiquette that are

observed today and four rules that are not. Ask them to discuss why some rules are no longer appropriate. Have groups prepare a poster that illustrates the old and new rules of etiquette. Invite students to present their posters to the class.

View the Art

Ask: Does the girl in the picture remind you of the narrator of the story? If so, why? (She is young and Asian) If not, describe the way you visualize the narrator. Make sure students include specific details. You can also have students draw a picture of what they think the entire Lin family looks like.

Teaching Note

African American Vernacular English

Write these sentences on the board:
All of us stop eating. I want to giggle.
Point out that *stop* does not end with an -s because it has a plural subject, while *want* does not end with an -s because the subject is the first person *I*. Have students put the following sentences into the present tense using the correct verb forms for Standard American English: *I caught my mother's eye. She frowned and shook her head. The Gleasons were not used to Chinese ways. (I catch my mother's eye. She frowns and shakes her head. The Gleasons are not used to Chinese ways.)*

Cultural History

Chopsticks Chopsticks are used as a primary utensil in much of East Asia. The first chopsticks, made of bamboo or wood, were used in China as early as the 12th century B.C. In China, the substitution of chopsticks for knives while eating symbolized a preference for the lifestyle of the scholar over the lifestyle of the warrior.

UNIT THREE

Reading Skill

1

Analyze Cultural Context The Chinese use rice bowls. They pick up food from the platters on the table and bring it directly to their rice bowls instead of putting their food on individual plates. The Chinese do not mix foods together as Americans do.

Literary Element

2

Description The narrator finds it funny that a grown man must struggle to chase his pea around his plate with chopsticks, finally giving up and using his fingers.

BQ BIG Question

Ask: Why is the narrator surprised to hear Meg slurp? (She was embarrassed by her family's slurping in the restaurant. She didn't realize that Americans sometimes slurp, too.) What does the narrator discover about herself and Meg? (She discovers that Americans and Chinese people are not really that different.)

1

plate. Then she ladled prawns and gravy on top of the rice and mixed everything together, the way you mix sand, gravel, and cement to make concrete.

2

I couldn't bear to look any longer, and I turned to Mr. Gleason. He was chasing a pea around his plate. Several times he got it to the edge, but when he tried to pick it up with his chopsticks, it rolled back toward the center of the plate again. Finally he put down his chopsticks and picked up the pea with his fingers. He really did! A grown man!

All of us, our family and the Chinese guests, stopped eating to watch the activities of the Gleasons. I wanted to giggle. Then I caught my mother's eyes on me. She frowned and shook her head slightly, and I understood the message: the Gleasons were not used to Chinese ways, and they were just coping the best they could. For some reason I thought of celery strings.

When the main courses were finished, Mother brought out a platter of fruit. "I hope you weren't expecting a sweet dessert," she said. "Since the Chinese don't eat dessert, I didn't think to prepare any."

"Oh, I couldn't possibly eat dessert!" cried Mrs. Gleason. "I'm simply stuffed!"

Meg had different ideas. When the table was cleared, she announced that she and I were going for a walk. "I don't know about you, but I feel like dessert," she told me, when we were outside. "Come on, there's a Dairy Queen down the street. I could use a big chocolate milkshake!"

Although I didn't really want anything more to eat, I insisted on paying for the milkshakes. After all, I was still hostess.

Meg got her large chocolate milkshake and I had a small one. Even so, she was finishing hers while I was only half done. Toward the end she pulled hard on her straws and went *shloop, shloop*.

"Do you always slurp when you eat a milkshake?" I asked, before I could stop myself.

Meg grinned. "Sure. All Americans slurp." 🍷

Vocabulary

coping (kō'ping) v. successfully dealing with something difficult

Analyze Cultural Context
Why is the narrator horrified?

Description Why is this description humorous?

BQ BIG Question
Why is the narrator surprised to hear Meg slurp? What does the narrator discover about herself and Meg?

328 UNIT 3 What Makes You Who You Are?

Reading Practice

SPIRAL REVIEW



Identify Cause-and-Effect Relationships

Say: Understanding the events in a story usually requires understanding the way that one thing leads to another. The author describes some clear patterns of cause and effect in "The All-American Slurp." For each event listed below, have students work in small groups to identify two effects described in the story that are caused by the event.

1. Mrs. Gleason offers the Lins a relish tray. (The Lins peel the strings from the celery. The narrator is embarrassed.)
2. Mr. Lin receives a promotion. (The Lins go to the Lakeview restaurant to celebrate. They silence the room by slurping their soup.)
3. The Lins invite their friends to a Chinese dinner party. (The narrator sees Meg pile food onto her plate. She realizes that everyone has difficulty when dealing with unfamiliar customs.)

After You Read

Assess

For additional assessment, see Assessment Resources, pp. 85–86.

Respond and Think Critically

Possible answers:

1. The Lins pull the strings from their celery sticks, carry dining room chairs to a buffet table, and refuse to eat dairy products.
2. Everyone at school wears jeans, and she wants to fit in.
3. She is embarrassed by her family. Her father reads the menu with a mini flashlight. The family slurps their soup while people in the restaurant stop and stare.
4. They dress, eat, and speak in American ways, but still maintain many of their own customs.
5. Students will probably say that fitting in is important to a certain extent. However, people should also appreciate the ways in which they are different from others.
6. Students will probably say that all of these things play a part in making us who we are and that our differences should be valued.

Vocabulary Practice

1. lavishly
2. coping
3. none
4. acquainted
5. boost
6. none
7. blouse

Academic Vocabulary

Students should give examples of food, drinks, and other items and services they consume.

After You Read

Respond and Think Critically

1. What “mistakes” does the Lin family make at the Gleasons’ dinner party? **[Recall]**
2. Why is it important to the narrator to get a pair of jeans? **[Interpret]**
3. Why does the narrator run and hide in the elegant restaurant? Give details from the story to support your answer. **[Infer]**
4. By the end of the story, how have the Lins changed? **[Compare]**
5. The narrator constantly tries to fit into American society. Do you think that fitting in is important? Why or why not? **[Evaluate]**
6. **BQ** **BIG Question** After reading “The All-American Slurp,” what are your thoughts about what makes us who we are? How do our family, friends, and culture play a part in shaping who we are? **[Conclude]**

Vocabulary Practice

On a separate sheet of paper, write the vocabulary word that correctly completes each sentence. If none of the words fits the sentence, write *none*.

coping **lavishly** **boost**
blouse **acquainted**

1. The diners _____ praised the wonderful meal.
2. Ryan is _____ with a bad headache.
3. When the rain started, we ran _____ to the shed.
4. Jon became _____ with his classmates in the new school.
5. I felt a _____ to my pride when I received the award.
6. The cat _____ for the water bowl in its new home.
7. Liz bought a _____ to go with her blue skirt.

Academic Vocabulary

The narrator describes her family’s **consumption** of soup as “unnaturally loud.” In the preceding sentence, *consumption* is the act of eating. A **consumer** is someone who eats or drinks. A consumer can also be someone who buys an item or uses a service. In what ways are you a consumer?

TIP

Inferring

When you infer, you use clues in the story and your own knowledge to figure something out. Here are some tips to help you infer why the narrator runs and hides:

- Review what happens in the restaurant.
- Think about how the narrator feels and what she does.
- Draw upon your own experiences to imagine how you would feel in that situation.

FOLDABLES Study Organizer Keep track of your ideas about the **BIG Question** in your unit Foldable.

Literature Online

Selection Resources

For Selection Quizzes, eFlashcards, and Reading-Writing Connection activities, go to glencoe.com and enter QuickPass code GL19756u3.

The All-American Slurp 329

Progress Check

Can students comprehend vocabulary?

If...fewer than 2 answers are correct

Then... Glencoe Interactive Vocabulary CD-ROM.

After You Read

Literary Element

1. Students should use details from their charts to explain their answer.
2. Students will likely choose a scene that appeals to one of the other four senses.
3. The mother is worried that people might see her daughter's thighs when she rides the bike. The narrator explains that most girls wear jeans when biking. The dialogue shows that fitting in is important to the narrator and modesty is important to her mother.
4. The father diagrams verbs and practices with sentences like "I shall have finished my project by Monday." The mother tries to learn polite phrases, such as "You're welcome," even though she often gets them confused.

Reading Skill

5. Mrs. Gleason explains the buffet and doesn't embarrass the Lins when they bring their chairs to the table. The Lins don't ridicule the Gleasons for mixing their food on the same plate or for not being able to use chopsticks.
6. Students may name watching fireworks on the Fourth of July or eating turkey at Thanksgiving or give examples from their own cultures that are similar to or different from the narrator's culture.

Grammar Link

Possible answers:

I eventually got acquainted with a few other kids in school, but Meg was still the only real friend I had.

Circle adverbs: eventually, still

Literary Element Description

1. Three different dinners are described in the story. Use the chart below to list details that appeal to the five senses from each of the dinners.

Gleasons' house	French restaurant	Lins' house

2. Choose a scene from the story that does not involve food. List the details from the story that help you vividly picture the scene.

Review: Dialogue

As you learned on page 103, **dialogue** is conversation between characters in a story. Writers use dialogue to move a story's plot forward. Dialogue also reveals what the characters think and feel. Dialogue is usually set off with quotation marks and dialogue tags, or markers that tell the reader who said what.

3. Recall the dialogue that occurs between the narrator and her mother about the boy's bike. What does the dialogue show about the characters' thoughts and feelings? Use examples to explain your answer.
4. The narrator's mother and father try to improve their English skills. Give some examples of dialogue that show them trying to learn English.

Reading Skill Analyze Cultural Context

5. How do the Lin and Gleason families show that they are accepting of other cultures? Give examples to support your answer.
6. What customs, attitudes, and beliefs shape your culture? How is your culture similar to or different from that of the narrator?

Grammar Link

Adjectives and Adverbs Words that describe nouns or pronouns are **adjectives**. For example, the adjectives below are in bold type. The nouns they describe are underlined.

- I could use a **big chocolate** milkshake!
- I squirmed and died at least **fifty** times.
- The **celery** was delicious.

Adverbs describe verbs by giving information that answers *how*, *when*, *where*, or *to what extent* questions. They also describe adjectives and other adverbs. The adverbs below are in bold type. The words they describe are underlined.

- Our family sat **stiffly** in a row.
- I **soon** met other students.
- My two dogs played **outdoors**.
- She slurped her milkshake **rather loudly**.

Practice Look back at "The All-American Slurp" and find three sentences that contain adjectives, adverbs, or both. Write the sentences on a separate sheet of paper. Underline the adjectives and circle the adverbs.

Listening and Speaking

Literature Groups With a small group, discuss how a person's outlook can determine whether something is funny or sad. In a chart, list three events from the story in which the narrator uses humor to describe situations that are embarrassing for her and her family. How might each situation have turned out differently? Next to each event, list other possible outcomes. What helps the narrator and her family overcome these embarrassments?

Listening and Speaking

Literature Groups Students will likely say that some humorous events are *zipping* the celery strings, slurping the soup in the restaurant, and Mr. Gleason's chasing a pea around his plate. While these events may be embarrassing for the characters, the author uses them to show that cultural differences are not necessarily bad.

Each situation might have turned out differently if observers had made rude comments about them. Students will likely recognize that the friendship the Lins developed with the Gleasons helped both cultural groups feel more comfortable with themselves.

Before You Read

Mad

Connect to the Poem

Think about where you like to go when you want to be alone.

List Make a list of the places you have in mind. Then add a few words that describe or tell why you've chosen each place.

Build Background

Poets carefully and selectively use words to get across an idea or feeling. Their word choices can reveal the tone of a poem or help you understand its theme. A poet may use language that appeals to your senses to help you form pictures in your mind as you read. Although a poem may tell about something that happens in real life, it can still contain fantastic images.

Set Purposes for Reading

BQ BIG Question

As you read, ask yourself, how do the speaker's feelings about her mother change throughout the poem?

Literary Element Symbol

A **symbol** is something concrete, such as an object, a person, a place, or an experience, that stands for more than just itself. Symbols usually represent something abstract, such as an idea or a thought. For example, a flag often stands for freedom, and a heart can stand for love.

Identifying symbols can help you unlock the meaning of a poem and understand ideas or concepts the poet wants to emphasize.

As you read, ask yourself, which words or phrases are symbols for something else?

Learning Objectives

For pages 331–333

In studying this text, you will focus on the following objective:

Literary Study: Analyzing symbols.

Meet Naomi Shihab Nye



Naomi Shihab Nye began writing poems when she was only six. Her first poems were about trees, friends, animals, and her funny grandmother. As an adult, her poetry often draws inspiration from her experiences as an Arab American. Nye has written essays, many books of poetry, picture books, and a novel.

Naomi Shihab Nye was born in 1952.



Literature Online

Author Search For more about Naomi Shihab Nye, go to glencoe.com and enter QuickPass code GL19756u3.

Before You Read

Focus

Bellringer Options

Daily Language Practice Transparency 67

Ask: Think about a time when you were angry with someone. How did you deal with your anger? Have students freewrite a response to the question. Then, ask for volunteers to share their answers. **Ask:** What are some positive ways we can deal with anger? Have the class brainstorm possible answers and write them on the board.

Summary

In this poem, the speaker is mad at her mother, so she escapes by taking an imaginary trip to the moon. From a distance, she looks down and sees her mom searching for her. She whistles to get her mom's attention. Just as the speaker starts to feel cold, her mom sends up a silver thread on which she can slide back down. The speaker realizes how much her mom loves her.



For summaries in languages other than English, see Unit 3 Teaching Resources, pp. 54–59.

Mad 331

English Learners

DIFFERENTIATED INSTRUCTION



Beginning Tell students that this poem has two settings: the speaker's home, and the moon, where she takes an imaginary journey. In the poem, the speaker looks down at her home and her mother from the safe distance of the moon. The distance eventually helps her realize how much she misses her home.



Intermediate Share with students the common saying "absence makes the heart grow fonder." Help them understand what it means. Then have students meet with partners and discuss whether or not they agree with it. Encourage students to share their thoughts with the class.

Literary Element

Symbol Students may have a difficult time deciding which elements of the poem are symbols. Before they answer the question, read another poem and help them locate its symbols. Tell the students to look for elements used repeatedly in the poem or elements used in unusual ways, such as the moon in this selection.

UNIT THREE

Teach

Literary Element

1

Symbol The moon represents a secret or faraway place the speaker goes to be alone because she is angry.

For additional literary element practice, see Unit 3 Teaching Resources, p. 60.

Literary Element

2

Symbol Students may suggest the thread symbolizes an apology, forgiveness, or the mother's love for the speaker. It is an offer for her to return from her faraway place.

Teaching Note

African American Vernacular English

Remind students that in both writing and speaking, showing the simple past tense of regular verbs means adding *-ed* to the end of the word. Read aloud these lines from the poem: "She looked left and right for me. / She looked deep and far. / Then I whistled and she tipped her head." Emphasize the *-ed* sound for students and have them identify the past-tense verbs (*looked, whistled, tipped*). Finally, read each line and have students repeat after you, making sure to pronounce the past-tense verbs correctly.

For an audio recording of this selection, use Listening Library Audio CD-ROM.

Untitled, 1948. Jacqueline Lamba. Oil on canvas, 102 x 77 cm. Private Collection.



MAD

Naomi Shihab Nye

1

I got mad at my mother
so I flew to the moon.
I could still see our house
so little in the distance
5 with its pointed roof.
My mother stood in the front yard
like a pin dot
searching for me.
She looked left and right for me.
10 She looked deep and far.
Then I whistled and she tipped her head.
It gets cold at night on the moon.
2 My mother sent up a silver thread
for me to slide down on.
15 She knows me so well.
She knows I like silver.

Symbol What does the moon represent?

Symbol What do you think the silver thread stands for?

332 UNIT 3 What Makes You Who You Are?



Writing Practice

Poem Ask students to reread the poem. Then have them think about a time when they had an argument with a parent, sibling, friend, or other important person in their life. Have students write their own short poem about the experience. The poem should be at least four

lines in length and should include a symbol. When students finish writing, have them share their drafts with a partner and see if their partner can identify the symbol and its meaning. If not, have students revise their poems so that the symbol is presented more clearly.

Assess

For additional assessment, see Assessment Resources, pp. 87–88.

Respond and Think Critically

Possible answers:

1. The house looks very small and far away.
2. The speaker goes far away to be alone. Students should compare or contrast this reaction to their own when they feel angry.
3. In a literal way, a pin dot describes how small the mother looks from the speaker's viewpoint on the moon. In a figurative way, the speaker is feeling emotionally distant from her mother.
4. Lines 9 and 10 indicate that the mother is looking hard for her daughter. Lines 11 and 12 indicate that the speaker is getting cold and missing home.
5. The moon is distant and cold. It represents the isolation that the speaker feels because she is angry and lonely.
6. Although she gets angry with her mother, the speaker still feels close to her. She knows her mother has been looking for her. The speaker whistles to get her attention, and then she accepts the offer of the thread to come back home.

Spelling Link

relieve: put *i* before *e*
freight: sounds like *a*
receive: except after *c*
retrieve: put *i* before *e*
achieve: put *i* before *e*

To check students' understanding of the selection, see Unit 3 Teaching Resources, pp. 61–62.

After You Read

Respond and Think Critically

1. From the moon, how does the house look to the speaker? **[Recall]**
2. Think about how the speaker reacts when she gets angry. Is it similar to or different from the way you usually react? Explain your answer. **[Connect]**
3. Why does the speaker describe her mother as “a pin dot”? **[Infer]**
4. Which lines tell you that the speaker and her mother are trying to make up with each other? **[Interpret]**
5. **Literary Element Symbol** How does the poet's choice of the moon as a symbol give deeper meaning to the poem? Why do you think so? **[Analyze]**
6. **BQ BIG Question** How would you describe the speaker's overall feelings about her mother? Support your answer. **[Conclude]**

Spelling Link

Rule for *ie* and *ei* Words with the letters *ie* and *ei* can cause spelling problems. In some cases, such as *yield*, the *i* comes first. In other cases, such as *weigh*, the *e* comes first. The following spelling rule is a rhyme that helps you remember which spelling to use.

Rule:

Put *i* before *e* —————→ retrieve, grieve
 except after *c* —————→ deceive, receive
 or when sounded like *a* —————→ eighty, veil
 as in *neighbor* and *weigh*.

Examples:

Exceptions: *species*, *weird*, *either*, *neither*, *seize*, *leisure*

Practice On a sheet of paper, list these words: *relieve*, *freight*, *receive*, *retrieve*, *achieve*. Next to each word, write the rule that explains why it is spelled with *ei* or *ie*.

Writing

Write a Blurb How would you tell someone else about this poem? Write a blurb—a short, informal description—about the poem that you could post on a poetry Web site. Briefly explain what the poem is about and your opinion of it. Be sure to include your purpose for writing and an appropriate closing, including your name.

Writing Practice

Analyze Poetry Remind students that the lessons learned in childhood continue to serve us well as we become adults. Ask students to think about the speaker's experience in “Mad” and to write a brief analysis of that experience. What important lessons does the speaker learn about herself, her mother, their relationship in particular, and the relationship of parents and children in general?

Writing

Write a Blurb Students should write a short description about the poem. It may share an opinion of the poem. The blurb should be appropriate content for a Web site as well as engaging but concise.

TIP

Connecting

Here are some tips to help you make a connection to the poem. Remember, when you make a connection, you combine your experience and prior knowledge with the words on the page.

- Ask yourself what you know about the topic.
- Ask yourself whether you have read lines in the poem that describe how the speaker is acting or feeling.
- Ask yourself what experiences you have had that compare or contrast with what you have read.

FOLDABLES Study Organizer

Keep track of your ideas about the **BIG Question** in your unit Foldable.

Literature Online

Selection Resources

For Selection Quizzes, eFlashcards, and Reading-Writing Connection activities, go to glencoe.com and enter QuickPass code GL19756u3.

Focus

Summary

In the interview, Naomi Shihab Nye talks about her early writing experiences. She began writing at six and focused on events in her life. She mentions her love of travel to places such as the Middle East. Nye explains that she can write anywhere, even outside and in airports. The interview ends with Nye advising young writers to read and find their own voice.

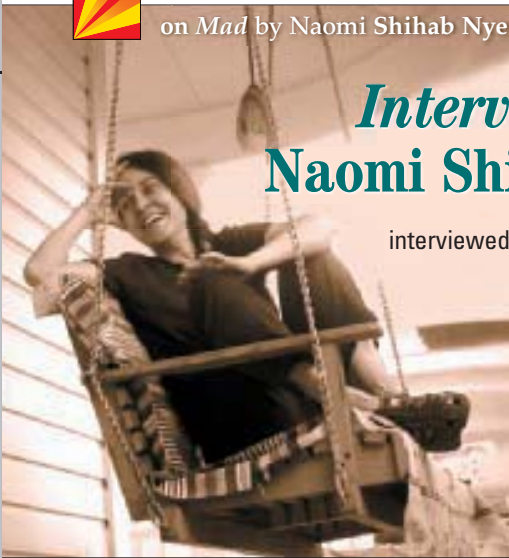
For summaries in languages other than English, see Unit 3 Teaching Resources, pp. 63–68.

Reading Skill

Draw Conclusions About Author's Purpose Point out the type of questions the interviewer asks Nye. Note that many of the questions pertain to Nye's writing. Help students to understand that one of the interviewer's goals may be to inspire young writers.

Cultural History

Television The television is one of the most significant inventions of the 20th century. The first live picture was sent by radio waves by John Logic Baird in England in 1922. AT & T began demonstrating television technology for the public in 1927. In 1928, General Electric began television broadcasts.



Interview with
Naomi Shihab Nye

interviewed by Rachel Barenblat

INFORMATIONAL TEXT
WEB SITE
pifmagazine.com

Learning Objectives

For pages 334–336
In studying this text, you will focus on the following objective:
Literary Study: Drawing conclusions about author's purpose.

Set a Purpose for Reading

Read to learn Naomi Shihab Nye's beliefs about travel, home, reading, and writing.

Build Background

In this interview, Nye mentions living in many places with different cultures. However, her poem "Mad" has a theme that is common to all cultures—a girl who is angry with her mother.

Reading Skill Draw Conclusions About Author's Purpose

When you **draw conclusions about author's purpose**, you use details in a text to make a general statement about the author's goal. In this selection, the author (interviewer) wants to learn about Naomi Shihab Nye. As you read, use a two-column chart like the one below. Note the interviewer's questions and draw a conclusion about her purpose for asking each question.

Question	Purpose of Question

Rachel Barenblat: When did you start writing? Were you writing poems from the start?

Naomi Shihab Nye: I started writing when I was 6, immediately after learning HOW to write. Yes, I was writing poems from the start. Somehow—from hearing my mother read to me? from looking at books? from watching Carl Sandburg¹ on 1950s black-and-white TV?—I knew what a poem was. I liked the portable, comfortable shape of poems. I liked the space around them and the way you could hold your words at arm's length and look at them. And especially the way they took you to a deeper, quieter place, almost immediately.

¹ **Carl Sandburg** (1878–1967) was one of America's most popular and successful poets. He frequently traveled throughout the United States, lecturing and reading his poems aloud. He also appeared on several television programs in the 1950s and 1960s.

334 UNIT 3 What Makes You Who You Are?

Writing Practice

Connect Explain to students that many different experiences shape who people become. **Say:** For Naomi Shihab Nye the experiences of reading and traveling have inspired her writing. **Ask:** What experiences have made a strong impression on you? How

did they affect or change you? Has reading or traveling been an influence on your life? Then, in small groups, have students exchange stories of their experiences with other students.



“My heart will probably always belong to the Middle East...”

RB: What did you write about, in the beginning? What provided your first inspiration?

NSN: I wrote about all the little stuff a kid would write about: amazement over things, cats, wounded squirrels found in the street, my friend who moved away, trees, teachers, my funny grandma. At that time I wrote about my German grandma—I wouldn’t meet my Palestinian grandma till I was 14.

RB: Place plays an important role in your writing, especially the places you

have lived and the places that hold your roots. Tell me about the places that have been important to you.

NSN: The three main places I have lived—St. Louis, Jerusalem, San Antonio—are each deeply precious to me indeed, and I often find them weaving in and out of my writing. Each place has such distinctive neighborhoods and flavors. Gravity interests me—where we feel it, how we feel it.

RB: What about travel? How is writing about travel different from writing about home?

Interview with Naomi Shihab Nye **PERSPECTIVE 335**



Teach

BQ BIG Question

Look carefully at Nye’s responses to the interviewer’s questions. **Ask:** *What are some of the things that make Naomi Nye who she is? (her early love of writing; her fascination with common things and events; the places she has lived)*

Teaching Note

African American Vernacular English

Remind students that interrogative pronouns in questions should be followed by either “are” or “is.” For example, “Where is your favorite place to travel?” You would not want to say, “Where your favorite place to travel?” Have students write down questions they would ask the author if given the chance. Check to make sure they are adding the linking verbs properly. Have each student read one of their questions aloud. Monitor their speaking to make sure they use the verbs properly.

Readability Scores

Dale-Chall: 5.8

DRP: 55

Lexile: 740

Approaching Level

DIFFERENTIATED INSTRUCTION



Emerging Point out to students that Nye has lived in three main places in the world—St. Louis, Jerusalem, and San Antonio. Ask students to locate each of these places on a world map. **Ask:** *What effect do you think living in these different places might have had on Nye’s writing?*

English Learners

DIFFERENTIATED INSTRUCTION



Intermediate Reading the question and answer format of an interview can be confusing to some readers. Have two students read the text aloud. Make one the interviewer and the other the interviewee.



Assess

Respond and Think Critically

Possible answers:

1. She liked looking at her words and the sense they gave her of being thoughtful and reflective.
2. She is saying that she wants to return to a familiar place where she is comfortable and known.
3. She probably sees her poetry as ordinary because it is about her own personal thoughts and experiences.
4. Although Nye has traveled to various parts of the world, she is always glad to return to the comfort of familiar surroundings. In “Mad,” Nye has traveled to the moon, yet she is glad to return to the comforts of her home.
5. Barenblat might be trying to present Nye’s life as an example to inspire other young writers.
6. Traveling and living in different places have given Nye a wide range of experiences. Her travels have helped shape her as a writer.

NSN: Sometimes while traveling in Mexico or India or any elsewhere, I feel that luminous² sense of being invisible as a traveler, having no long, historical ties, simply being a drifting eye—but after awhile, I grow tired of that feeling and want to be somewhere where the trees are my personal friends again.

RB: Where is your favorite place to travel?

NSN: My heart will probably always belong to the Middle East, travel-wise, but I have never been anywhere I disliked.

RB: Do you consider yourself a storyteller?

NSN: No, I don’t consider myself a storyteller, per se.³ I think of storytellers as being those fabulous people sitting on bales of hay at folk

² **Luminous** means “full of light.” Here, Nye is referring to a sense of clarity and wonder.

³ **Per se** is a Latin phrase that means “by or in itself.” Nye is saying that she doesn’t consider herself a storyteller by nature.

festivals. Truth is, I guess, we are all storytellers in different ways.

RB: Where do you usually write? Do you have a desk, an office, a favorite chair, a favorite tree?

NSN: I have a long wooden table where I write. Not a desk, really, as it doesn’t have drawers. I wish it had drawers. I can write anywhere. Outside, of course, is always great. I am one of the few people I know who LOVES being in airports. Good thing. I can write and read well in them.

RB: What is your advice to writers, especially young writers who are just starting out?

NSN: Number one: Read, read, and then read some more. Always read. Find the voices that speak most to YOU. This is your pleasure and blessing, as well as responsibility!

Respond and Think Critically

1. Summarize Nye’s reasons for liking to write poems when she was young. For help on writing a summary, see page 170. [\[Summarize\]](#)
2. What does Nye mean when she says that after traveling she wants “to be somewhere where the trees are my personal friends again”? [\[Interpret\]](#)
3. Nye says that she is not a storyteller, because storytellers are “those fabulous people sitting on bales of hay at folk festivals.” From this description, how do you think she sees herself and her poetry? [\[Infer\]](#)
4. **Text to Text** How is Nye’s experience with traveling similar to that of the speaker in the poem “Mad”? [\[Compare\]](#)
5. **Reading Skill** [Draw Conclusions About Author’s Purpose](#) What do you think is Barenblat’s main purpose for interviewing Nye? Use the notes in your graphic organizer to help you answer this question.
6. **BQ** **BIG Question** Nye has lived, traveled, and written in different places. How do these experiences make her who she is?

336 UNIT 3 What Makes You Who You Are?



Writing Practice

Interpret Have students reread the interview with Naomi Shihab Nye, making sure to pay close attention to the details of her responses. Then have them create an outline detailing the most important information from the interview. Using their outlines, have students write an interpretation of the interview in an expository writing format. Tell them that their interpretations should have a beginning, middle, and end and that their information should be supported by details from the

interview. Have students peer review each other’s interpretations and provide feedback on the accuracy and the readability of the interpretations.

Dreams and Goals



Day Dreams, 1859. Thomas Couture. Oil on canvas. ©Walters Art Museum, Baltimore, MD.

BQ BIG Question What Makes You Who You Are?

Why does the boy in the painting *Day Dreams* look so thoughtful? How do your dreams and goals create an image of who you are?

Part 2: Dreams and Goals

Ask: How do your goals and your dreams help make you who you are? (Dreams often show us images of who we want to be so that we can set goals that help us realize our dreams.)

View the Art

The items in the room, the boy's hair and clothing, and the painting's style reflect the mid-1800s. **Ask:** What do you see in the painting that is similar to or different from what you have or do? (The clothing, hairstyle, book strap, and furniture are different, but the books, mirror, desk, snack, and daydreaming are similar.)

BQ BIG Question

The boy may be imagining the fulfillment of his hopes. Because both dreams and goals often focus on the future, they can help us see who we are: the person we hope to become.

For additional support for English Learners, see Unit 3 Teaching Resources, p. 73.

337

English Learners

DIFFERENTIATED INSTRUCTION

Beginning Students may know that one definition of *dream* is "a series of images you see at night when you are sleeping." Help them understand that the word *dream* can also mean "a goal or aim." Ask students to write about or draw a picture of one of their personal goals, or dreams.

PARTNERS **Intermediate** Tell students that the words *goal* and *dream* are multiple-meaning words, or words with more than one definition. Have pairs of students use a dictionary to look up *goal* and *dream* and write at least two definitions for each word. Have them share their findings. For example, a *goal*

can be an aim, the end of a race, or something that is scored in a game. Have the class discuss the similarities and the differences between the definitions of each word.

Before You Read

Focus

Bellringer Options



Literature Launchers: Pre-Reading Videos DVD, Selection Launcher

Daily Language Practice Transparency 69

Or have students discuss with a partner what a perfect world or life would be like. Then bring the whole class back for a discussion.

Summary

In these two poems, “I Dream a World” and “Life Doesn’t Frighten Me,” the speakers consider the aspects of a perfect world and an ideal life. Hughes dreams of a world of equality free from greed. Angelou imagines a world without fear that is grounded in independence.



For summaries in languages other than English, see Unit 3 Teaching Resources, pp. 74–79.

Literary Element

Rhyme In order to answer questions about rhyme scheme, students should be comfortable reciting poems with rhymes and recognize the musical qualities of some poetry. Have pairs practice reciting a familiar nursery rhyme, such as “All Around the Mulberry Bush,” or other familiar rhyming poems. Have them take turns until each student is comfortable with the rhymes.

Before You Read

I Dream a World and Life Doesn’t Frighten Me

Connect to the Poems

Think about something that once frightened you but no longer does. What helped you overcome your fear? What would a perfect world be like?

Partner Talk With a partner, discuss some things that you would change if you could create an ideal world.

Build Background

During the early 1900s, large numbers of African Americans left the rural South and moved to northern cities. New York City’s Harlem neighborhood became the center of a cultural movement known as the Harlem Renaissance. Langston Hughes was one of the movement’s best-known writers.

Maya Angelou has named Langston Hughes as one of her favorite poets, along with Paul Laurence Dunbar, Countee Cullen, Georgia Douglas Johnson, Edgar Allan Poe, and William Shakespeare.

Set Purposes for Reading

BQ BIG Question

As you read the poems, ask yourself, what are the dreams and goals of each speaker?

Literary Element Rhyme

Rhyme is the repetition of identical or similar sounds of words that appear close to one another, such as *sing* and *ring* or *money* and *honey*. Rhyme that occurs at the ends of lines in a poem is called **end rhyme**. The pattern of rhyme formed by the end rhymes in a poem is called the **rhyme scheme**. To figure out the rhyme scheme, give each new end rhyme a different letter of the alphabet. For example, if the first four lines of a poem end with the words *star*, *far*, *high*, and *sky*, the rhyme scheme is *aabb*.

Rhyme adds to the musical quality of a poem and gives it a distinct character. It also makes the words easier to remember.

As you read the poems, ask yourself, how do the rhymes and rhyme scheme add to each poem’s impact on the reader?

Learning Objectives

For pages 338–343

In studying these texts, you will focus on the following objectives:

Literary Study:

Analyzing poetic form and structure.

Analyzing rhyme and rhyme scheme.

Meet the Authors



Langston Hughes

Langston Hughes is famous for his colorful portrayal of people and life in Harlem. He was born in 1902 and died in 1967.



Maya Angelou

Maya Angelou is a poet, educator, historian, playwright, actress, director, and civil rights activist. She was born in 1928.



Literature Online

Author Search For more about Langston Hughes and Maya Angelou, go to glencoe.com and enter QuickPass code GL19756u3.

338 UNIT 3 What Makes You Who You Are?

English Learners

DIFFERENTIATED INSTRUCTION



Vocabulary Preteaching Tell students that related words usually share a stem, or first few letters. Write the word *bounties* on the board. Point out the stem *bount-* and discuss how the word *bounties* is related to the word *bountiful*. Have students choose two words from the poems and use a dictionary to find related words.

Approaching Level

DIFFERENTIATED INSTRUCTION



Vocabulary Preteaching Have students work in groups to classify the footnoted words in the poems as nouns, verbs, or adverbs. With the definition and the part of speech in mind, ask each student to write a paragraph that uses all of the words correctly.

Teach

Literary Element

1

Rhyme The rhyme scheme is ABCB.

For additional literary element practice, see Unit 3 Teaching Resources, p. 80.

BQ BIG Question

The speaker may have faced scorn, greed, or racism.

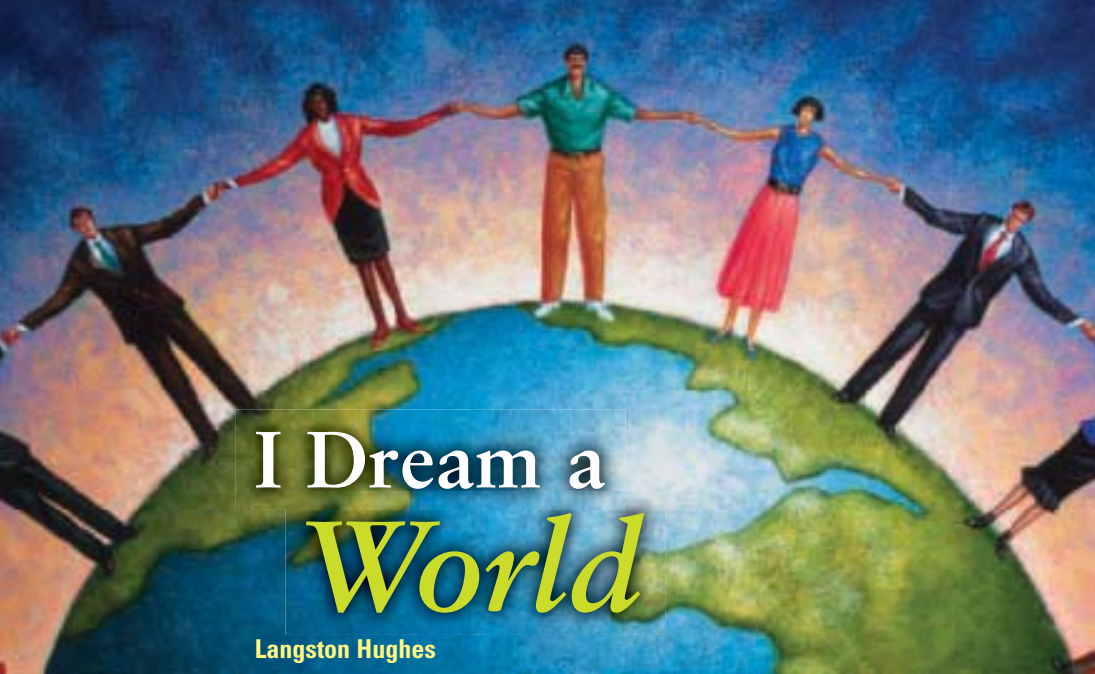
Teaching Note

African American Vernacular English

Read line 10 aloud to students. Point out that in speaking and writing, the verb *to be* would normally be conjugated. **Ask:** *How should you conjugate to be in “Whatever race you be”?* (Whatever race you are)



For an audio recording of this selection, use Listening Library Audio CD-ROM.



I Dream a World

Langston Hughes

- I dream a world where man
No other man will scorn,
Where love will bless the earth
And peace its paths adorn.
- 5 I dream a world where all
Will know sweet freedom's way,
Where greed no longer saps the soul
Nor avarice blights⁸ our day.
A world I dream where black or white,
- 10 Whatever race you be,
Will share the bounties¹¹ of the earth
And every man is free,
Where wretchedness¹³ will hang its head
And joy, like a pearl,
- 15 Attends the needs of all mankind —
Of such I dream, my world!

1

Rhyme What is the rhyme scheme of the first four lines?

BQ BIG Question

What might the poet have experienced to make him write this poem?

⁸ **Avarice** means “great desire for wealth or possessions; greed.” **Blights** means “spoils or ruins.”

¹¹ **Bounties** are generous gifts.

¹³ **Wretchedness** is great unhappiness or discomfort.

I Dream a World and Life Doesn't Frighten Me 339

English Learners

DIFFERENTIATED INSTRUCTION



Intermediate Pair students and ask them to consider a time when they felt that they weren't free. Prompt student discussion with the following questions: In what ways were they not free? How did they feel when they weren't free? Have students share their experience with their partner.

Advanced Have students write utopian poems of their own based on Hughes' poem “I Dream a World.” Have them use a rhyme scheme similar to the one Hughes uses to describe their version of utopia. Students should title their poems “I Dream _____,” filling in the blank with the topic of their poem.

UNIT THREE

Teach

Literary Element

1

Rhyme The rhyme scheme is *aaabba*.

Literary Element

2

Rhyme In the first two stanzas, every third line ended with the word *all*. In this stanza, only the last line ends in *all*. The rhyme scheme is *aabbccdde*.

Life Doesn't Frighten Me

Maya Angelou

1

Shadows on the wall
Noises down the hall
Life doesn't frighten me at all
Bad dogs barking loud
5 Big ghosts in a cloud
Life doesn't frighten me at all.

Mean old Mother Goose°
Lions on the loose
They don't frighten me at all
10 Dragons breathing flame
On my counterpane°
That doesn't frighten me at all

2

I go boo
Make them shoo
15 I make fun
Way they run
I won't cry
So they fly
I just smile
20 They go wild
Life doesn't frighten me at all.

Tough guys in a fight
All alone at night
Life doesn't frighten me at all.

25 Panthers in the park
Strangers in the dark
No, they don't frighten me at all.

7 *Mother Goose* is said to be the author of many English nursery rhymes, although people are not sure where the name comes from.

11 A *counterpane* is a bedspread or quilt.

Rhyme What is the rhyme scheme of the first stanza?

Rhyme How does the poem's rhyme scheme change in this stanza?

340 UNIT 3 What Makes You Who You Are?

Listening and Speaking Practice



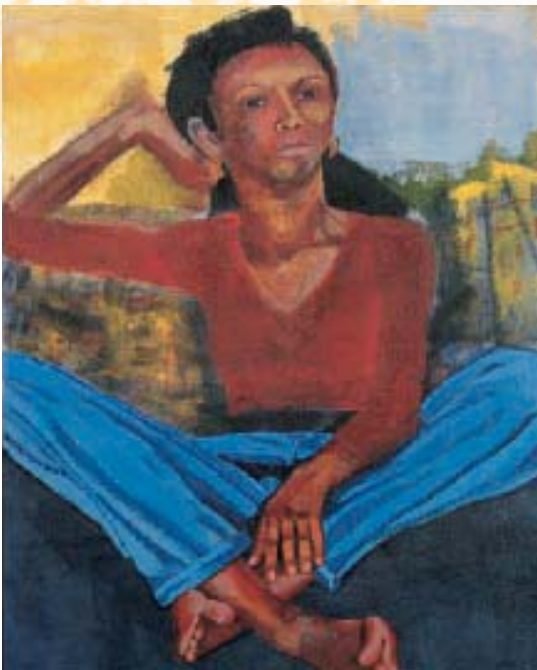
Repetition Tell students that poets use repetition to create rhythm and to emphasize important ideas. Students can find rhythm in poems by clapping their hands to the beat of the poem. Encourage students to hear the rhythm and repetition in the poem by clapping along with the emphasized words as

you recite the poem. Then have students repeat the same exercise with a partner. One partner should read the poem while the other claps in order to hear the rhythm and repetition.



For help with creating presentations, see Student Presentation Builder on StudentWorks Plus.

Teach



Fatima, 1994. Elizabeth Barakah Hodges.
Acrylic, 12 x 20 in. Private Collection.

View the Art How would you describe this woman's expression and mood? Compare and contrast them with the personal qualities expressed by the speaker of the poem.

That new classroom where
Boys all pull my hair
30 (Kissy little girls
With their hair in curls)
They don't frighten me at all.

Don't show me frogs and snakes
And listen for my scream,
35 If I'm afraid at all
It's only in my dreams.

I've got a magic charm
That I keep up my sleeve,
I can walk the ocean floor
40 And never have to breathe.

Life doesn't frighten me at all
Not at all
Not at all.
Life doesn't frighten me at all.

3

Rhyme How do rhyme and rhyme scheme add to the mood of the poem?

BQ BIG Question

How does the speaker want to appear to others?

View the Art

Students may say that the subject of the painting looks calm or defiant. They may say that she is like or unlike the speaker of the poem, depending on whether they believe the speaker's courage is genuine.

Literary Element

3

Rhyme The end rhymes create a singsong effect, lending the poem a mood of bravery and self-confidence. Or perhaps this is a poem the speaker says in scary situations to help ward off fear.

BQ BIG Question

The speaker wants to appear tough and fearless.



To check students' understanding of the selections, see Unit 3 Teaching Resources, pp. 82–83.

Approaching Level

DIFFERENTIATED INSTRUCTION



Emerging Students may find it challenging to understand the poem as a whole. After reading the selection, have students write the main idea of each stanza. Once they have written all nine main ideas for the stanzas, have students identify what the main ideas have in common.

I Dream a World and Life Doesn't Frighten Me 341

English Learners

DIFFERENTIATED INSTRUCTION



Advanced Maya Angelou's speaker has a very distinctive voice in "Life Doesn't Frighten Me." **Ask:** How would you describe the speaker? Is this someone you would be friends with? Then ask students to write a stanza in the same voice as Angelou's speaker.

After You Read

Assess

For additional assessment, see Assessment Resources, pp. 89–90.

Respond and Think Critically

Possible answers:

- Students will probably say that the world the speaker dreams about is full of peace, love, and freedom. No one is greedy, and all share in the earth's riches.
- The only time she is afraid is in her dreams.
- Students will probably say that in his real world, people are greedy and unkind to one another, and not all people are treated fairly and equally.
- Imagined fears include ghosts, dragons, Mother Goose, panthers, and lions. Realistic fears include boys at school who pull hair, tough guys in a fight, strangers in the dark, and a new classroom. Students will likely say that realistic fears are worse than imagined fears because they are harder to ignore.
- The refrain is "Life doesn't frighten me at all." Students may say that because the speaker repeats again and again that she is not frightened, the reader soon feels that the speaker is trying to convince herself that this is true.
- Students will probably say that the way people respond when faced with adversity reveals their strength of character and how brave they are.

After You Read

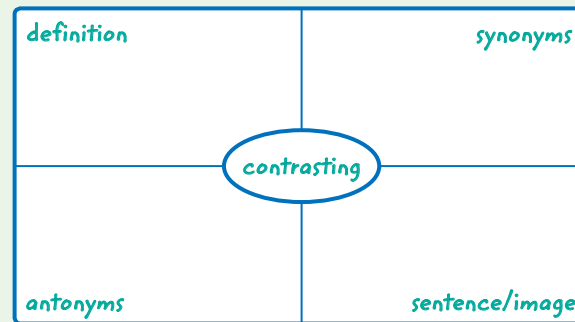
Respond and Think Critically

- What are three characteristics of the world the speaker dreams about in "I Dream a World"? **[Identify]**
- According to the speaker in "Life Doesn't Frighten Me," when is the only time she is afraid? **[Recall]**
- From the details Hughes mentions in "I Dream a World," how would you say that his real world differs from his dream? **[Infer]**
- Give examples of realistic fears and imagined fears expressed in "Life Doesn't Frighten Me." Which worries do you think are worse, the realistic ones or the imagined ones? Explain. **[Compare]**
- A refrain is a phrase or a line that is repeated throughout a poem. What is the refrain in "Life Doesn't Frighten Me"? Why do you think the poet chose to make this a refrain? **[Analyze]**
- BQ** **BIG Question** How does the way you respond to difficult or frightening situations help make you who you are? **[Conclude]**

Academic Vocabulary

In "I Dream a World," Langston Hughes is **contrasting** the way the world is with the way he wishes it could be.

To become more familiar with the word *contrasting*, fill out a graphic organizer like the one below.



TIP

Inferring

When you infer, you figure out information that the author doesn't directly state by using clues in the text and your own knowledge and experience. Here are some tips to help you answer question 3.

- Look over the poem to find what the speaker says his dream world would be like.
- Compare the speaker's dream world with the world you know.
- How are these two worlds different?

FOLDABLES

Keep track of your ideas about the **BIG Question** in your unit Foldable.



Literature Online

Selection Resources

For Selection Quizzes, eFlashcards, and Reading-Writing Connection activities, go to glencoe.com and enter QuickPass code GL19756u3.

342 UNIT 3 What Makes You Who You Are?

Writing Practice

Poem Note that within each of these poems are lists—things that don't frighten Angelou and things that Hughes dreams of and wishes for. Asks students to choose one of these poems as a model and write poems in the same manner. As a prewriting activity, have students make lists of things they are not frightened of or things that they wish for in the world. Have a poetry reading so students can share their work.

Progress Check

Can students comprehend vocabulary?

If...fewer than 2 answers are correct

Then... Glencoe Interactive Vocabulary CD-ROM.

Literary Element Rhyme

1. Which of the two poems has a more regular, or predictable, rhyme scheme? Support your answer with examples from the poems.
2. In "Life Doesn't Frighten Me," how does the poet's use of rhyme add to your understanding and enjoyment of the poem?

Review: Alliteration and Assonance

As you learned on page 309, **alliteration** is the repetition of consonant sounds, most often at the beginning of words and syllables.

Assonance is the repetition of vowel sounds, especially in a line of poetry.

3. What are two examples of alliteration in "Life Doesn't Frighten Me"?
4. Find two examples of alliteration in "I Dream a World."
5. Find an example of assonance in stanza 6 of "Life Doesn't Frighten Me."

Grammar Link

Comparative and Superlative The **comparative** form of an adjective compares two things.

For one-syllable adjectives, form the comparative by adding the suffix *-er*. Add the word *more* or *less* before most adjectives with more than one syllable.

The speaker of "Life Doesn't Frighten Me" is **braver** than I am.

The real world is **less pleasant** than the world described in "I Dream a World."

The **superlative** form of an adjective compares more than two things.

For one-syllable adjectives, form the comparative by adding the suffix *-est*. Use the word *most* or *least* before most adjectives with more than one syllable.

What is the **scariest** image in the poem "Life Doesn't Frighten Me"?

Langston Hughes is the **most idealistic** poet I've read.

Practice Write two sentences about the poems you have just read. Use the comparative form of an adjective in one sentence and the superlative form of an adjective in the other.

Research and Report

Visual/Media Presentation Find some examples of pictures and music that relate to the theme of one of the poems you read. Present your examples to the class. If you have access to a computer, use it to help you display your examples. Otherwise, create your own display. Explain how the examples connect to the theme. Make sure to emphasize the most important points. Give credit to the creators of any material you use, and list the sources from which you drew your examples.

I Dream a World and Life Doesn't Frighten Me 343

English Learners

DIFFERENTIATED INSTRUCTION



Beginning Have students list five adjectives in their notebooks. Then ask them to form a comparative by adding the suffix *-er* to one-syllable adjectives or the word *more* or *less* if the adjectives are more than one syllable.



Advanced Have students work with a partner to describe how alliteration and assonance are used in the poems. One partner should find examples of alliteration in both poems and the other should find examples of assonance in both poems.

After You Read

Assess

Literary Element

1. Students will give examples, emphasizing end rhyme, from "Life Doesn't Frighten Me."
2. Rhyme helps students to hear and better understand a poem's important ideas.
3. Possible answers: "Bad dogs barking," "Mean old Mother Goose," "Lions on the loose," and "Panthers in the park."
4. Lines 1 and 5, "world where," line 4, "peace its paths," and line 7, "saps the soul," all contain alliteration.
5. "Kissy little girls" is an example of assonance in this stanza.

Grammar Link

Sentences will vary but should be related to the selections. One sentence should use a comparative and the other should use a superlative.

Research and Report

Visual/Media Presentation Students' visual/media presentations should contain at least three relevant visual or sound examples that pertain to the poem's theme. Students should clearly explain how their examples relate to the theme of the poem. Clear attribution should be given for all copyrighted material.



For grammar practice, see Unit 3 Teaching Resources, p. 81.

Genre Focus: Poetry

Focus

Bellringer Options

Daily Language Practice Transparency 70

Ask students to think of poems they have seen or read. **Ask:** **What are some ways in which poems are different from other types of writing?** (Students might say that poems are often shorter; they sometimes rhyme, and they usually look different from prose on a page.) Point out that in this unit, students will learn strategies for reading poems.

Teach

Teaching Note

Visualize Point out that poems often have a lot of imagery. **Say:** **Some poems can be difficult to read at first. How do you think visualizing can help you understand a poem?** (Possible response: Picturing the imagery in a poem might help me understand actions or descriptions.)

TRY IT

Students' webs should identify the elements of one poem in the unit.

Listening and Speaking Practice

Poetry Relay Organize students into small groups. Have each group choose a poem from the unit. Each student should read the poem their group has chosen. Answer any questions students may have about word or line meanings. Then say: **The rhyme, meter, rhythm, and sound devices in poetry help**

Learning Objectives

For pages 344–345

On these pages, you will focus on the following objectives:

Literary Study:

Analyzing poetic form and structure.

Analyzing sound devices.

Analyzing imagery.

Genre Focus: Poetry

A poem is a form of literature written in verse, or lines. Reading **poetry** is different from reading prose. A poet carefully chooses words not only for their meanings but for how the words look on the page, the way they sound, and how they relate to one another. Poets choose words that will appeal to readers' emotions, senses, and imaginations. Then they use these words to create effects of **sound** and **imagery**.

Haiku, free verse, sonnets, and odes are some forms of poetry.

Elements of Poetry

Structure Poetry is usually arranged in **lines**. A group of lines is called a **stanza**. Poems may have a regular **rhyme**, which is the repetition of similar sounds at the ends of lines. A **rhyme scheme** is the pattern formed by end rhymes. **Meter**, a regular pattern of stressed and unstressed syllables, gives a line of poetry a predictable **rhythm**, or pattern of beats.

Sound Poets may use sound devices to make a poem more vivid or to create a tone or mood. **Alliteration** is the repetition of consonant sounds at the beginnings of words. **Onomatopoeia** uses words that imitate or suggest the sound of what they describe, such as *hiss* or *thud*. Repeating consonant sounds in stressed syllables—such as *brick* and *clock*—is called **consonance**, and repeating vowel sounds is called **assonance**.

Imagery Poets use **imagery**, or “word pictures,” to help readers visualize what they read. **Figurative language** communicates ideas beyond the literal meanings of words. For example, a **simile** uses *like* or *as* to compare seemingly unlike things. A **metaphor** implies the comparison instead of directly stating it. Poets use **personification** to write about an idea, an object, or an animal as if it were human. An **idiom** is an expression whose meaning cannot be understood by simply joining the meanings of the words, such as *I caught a cold*.

TRY IT

Using a web like the one on the next page, identify the elements of one poem in this unit.

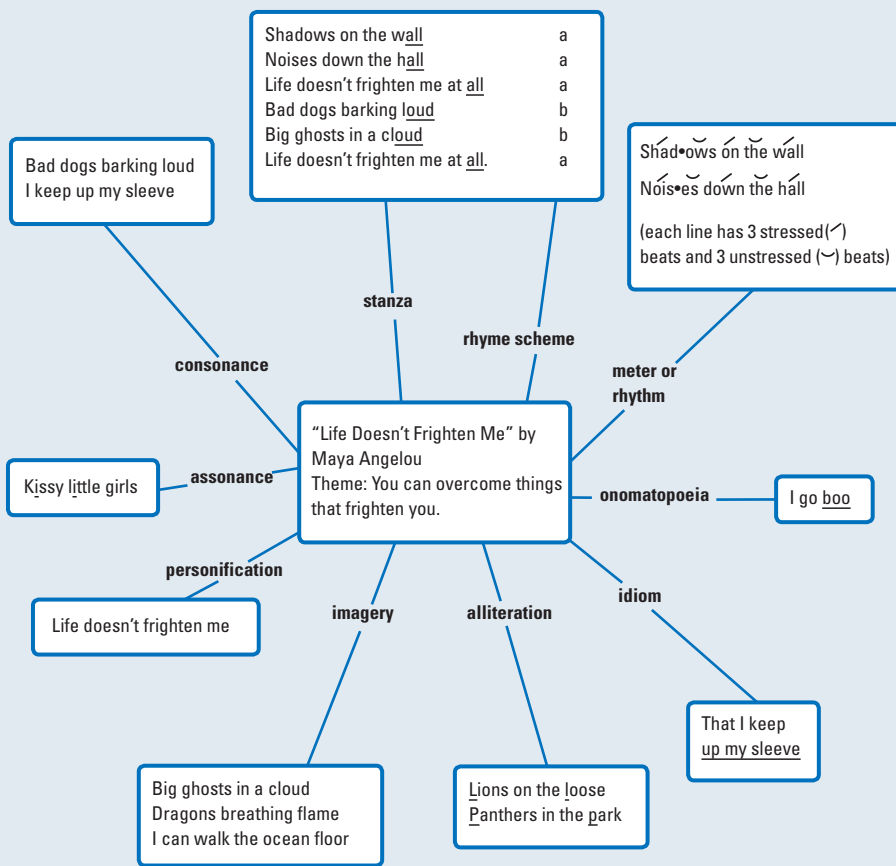
344 UNIT 3 What Makes You Who You Are?

to make poems more interesting and add to their meaning and tone. Reading poems aloud can help bring out these elements. Have each group divide its poem, so each student has a section to read. Students should prepare to read their poem in relay fashion, with the student reading the second section

immediately following the student reading the first section, and so on. Allow students time to rehearse their poems. Finally have each group read its poem to the class, using appropriate rate, volume, pitch, and tone.

Characteristics of the Genre

To better understand literary elements in poetry and how authors use literary elements to create effects and achieve their purposes, look at the examples in the web below.



Literature Online

Literature and Reading For more selections in this genre, go to glencoe.com and enter Quickpass code GL19756u3.

Genre Focus: Poetry

Teach

Teaching Note

Rhyme Scheme Help students understand the rhyme scheme for the stanza of “Life Doesn’t Frighten Me” shown on this page. **Say:** **Rhyme scheme is designated by assigning a different letter of the alphabet to each new rhyme. Ask:** **What is the rhyme scheme of the stanza on this page, and why?** (The rhyme scheme is aaabba. The first three underlined words have one rhyme (a); the next two underlined words have another rhyme (b), and the last underlined word rhymes with the first three (a).

ADVANCED Show students the rest of the poem “Life Doesn’t Frighten Me,” and have them write out the rhyme scheme for each stanza.

Poetry **GENRE FOCUS** 345

Approaching Level

DIFFERENTIATED INSTRUCTION



Established Tell approaching-level learners that pronouns can reveal something about the speaker of a poem, or who is “telling” it. For example, a poet might use

- first person (*I*) to make readers feel the narrator or speaker is sharing personal information

- second person (*you*) to make readers feel they are in the poem
 - third person (*he, she, it*) to tell readers about characters who are not “you” or “I.”
- Point out that the most common points of view are first person and third person.

Before You Read

Focus

Bellringer Options

Daily Language Practice
Transparencies 71, 72

Or ask students to describe a personality trait of someone they know well. (*Possible responses: kindness, courage, friendliness*)

Ask: Do you think the person was born with that trait, or did he or she develop it in response to life experiences? Explain.

Vocabulary

On the board, draw a grid of four boxes with a circle in the middle. Write *manufacturing* in the circle. In the upper left box, write the definition. In the upper right, list characteristics such as *often done in a factory* and *creates many products*. In the lower left, list examples such as *building cars* and *printing books*. In the bottom right, list non-examples such as *growing vegetables* and *painting a picture*. Then, have students fill in similar charts for the remaining words.

Before You Read

Geraldine Moore the Poet

Connect to the Story

Think about a time when something happened that greatly affected your family or community. How did you react at the time? What, if anything, did you learn from the experience?

Partner Talk With a partner, talk about how the community in which you live helps make you who you are. You might discuss some ways that your friends, neighbors, teachers, or family members have affected you.

Build Background

The number of Americans who have no permanent place to live has risen in the last 25 years. People become homeless for many reasons.

- It costs a great deal of money to buy or rent a home.
- Some cities do not have enough homes for people to buy or rent at prices they can afford.
- Sometimes people with low-paying jobs, or people who lose their jobs, cannot find a place to live.

Vocabulary

monitors (mon'ə tərz) *n.* students with a special duty, such as taking attendance or handing out materials (p. 349).

The hall monitors helped other students find their classes.

superintendent (sōō'prin ten'dənt) *n.* the person who manages and takes care of an apartment building (p. 349).

The superintendent did not allow pets in the building.

cylinders (sil'ən dərz) *n.* long, round objects, solid or hollow, with flat ends, such as soup cans (p. 350).

Common cylinders include soda cans, pencils, and candles.

formula (fōr'myə lə) *n.* a combination of symbols used in mathematics to state a rule or principle (p. 350).

David used the formula to solve the math problems.

manufacturing (man'yə fak'chər ing) *v.* making products, especially on a large scale or with machinery (p. 351).

The new company in town is manufacturing car parts.

Meet Toni Cade Bambara



"I work to tell the truth about people's lives. I work to celebrate struggle."

—Toni Cade Bambara

A Social Activist Toni Cade Bambara grew up in and near New York City. She was an author, a college professor, and a civil rights activist who worked to help her community. Many characters in Toni Cade Bambara's stories are women who get strength by seeking justice and telling their stories. Toni Cade added "Bambara" to her name after she found the name on a sketchbook in her great-grandmother's trunk.

Literary Works Bambara wrote screenplays, novels, and short stories, including "Raymond's Run."

Toni Cade Bambara was born in 1939 and died in 1995.

Literature Online

Author Search For more about Toni Cade Bambara, go to glencoe.com and enter QuickPass code GL19756u3.

346 UNIT 3 What Makes You Who You Are?

Approaching Level

DIFFERENTIATED INSTRUCTION

Vocabulary Preteaching Have a student write a simple formula on the board. Point out his or her writing implement. Is it a cylinder? Does anyone know the formula for the volume of a cylinder? ($\pi r^2 h$, or the area of the circle at the base times the height of the cylinder.)

If the school has monitors or a superintendent, have students identify

these people. If not, have students act out a hall monitor asking to see a hall pass, and a tenant asking a superintendent for help with a plumbing problem. **Ask:** What kinds of things might a factory manufacture? (*Students' answers should reflect an understanding of the concept of manufacturing.*)

English Learners

DIFFERENTIATED INSTRUCTION

Vocabulary Preteaching Have students write their own definitions for the vocabulary words on index cards. Have students work in pairs to match each other's definitions and identify the words.

Set Purposes for Reading

BQ BIG Question

As you read, ask yourself, how do Geraldine's experiences help make her who she is?

Literary Element Characterization

Characterization is the way a writer develops the personality of a character. A writer brings a character to life

- through the character's words, actions, thoughts, and feelings
- through what other characters think or say about the character
- by directly stating what the character is like

Characterization helps you understand characters and their actions. When you feel you know the characters, you can appreciate how they react to situations and feel a deeper connection to the story.

As you read, think about how the characters' traits influence their choices and the plot, conflict, and resolution of the story.

Reading Strategy Make Inferences About Characters

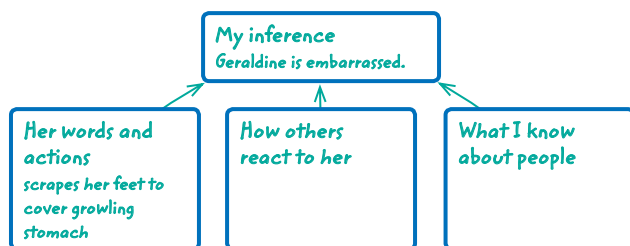
Sometimes people don't say what they are thinking. The same can be true of characters in a story. When you **make inferences**, you use clues to figure out something the author does not directly tell you. When you **make inferences about characters**, you make guesses about what characters think and feel.

Making inferences helps you understand characters. You may need to infer to determine the characters' deepest feelings and desires, which can be an important part of the story.

To **make inferences about a character**, think about

- what the character says and does
- how other characters react to the character
- what you know about people in general

Then think about *why* a character says or does something. You may find it helpful to use a graphic organizer like the one below.



Learning Objectives

For pages 346–355

In studying this text, you will focus on the following objectives:

Literary Study: Analyzing characterization.

Reading: Making inferences about characters.

TRY IT

Make Inferences About Characters

Your friends are getting ready for a guest's visit. The guest can't stand animals, so your friends must give their cat to a neighbor for the week. The guest won't eat anything they have in the kitchen, and she asks them to move the furniture. What can you **infer** about the guest?

Before You Read

Focus

Summary

Geraldine and her older sister live alone in an impoverished city neighborhood. After the two are evicted from their apartment, an English teacher asks Geraldine to write a poem. She responds by describing how different her life is from a "pretty poem." The teacher is impressed by Geraldine's speech and presents it to the class as "the best poem you will ever hear."



For summaries in languages other than English, see Unit 3 Teaching Resources, pp. 86–91.

Literary Element

Characterization As students read, ask them to imagine how characters with different traits would respond to the story's events.

Reading Strategy

Make Inferences About Characters

Have students act out emotions. Others will guess the emotions and explain their inferences.

TRY IT

Students may say that the guest is picky, selfish, or demanding.

Geraldine Moore the Poet 347

English Learners

DIFFERENTIATED INSTRUCTION



Intermediate Explain that idioms are phrases that mean something other than the dictionary meaning of the words. Have students use context clues to guess the meanings of these idioms that use the word *cake*:

- I finished my homework in no time. It was a piece of cake. (*easy task*)

- These popular CDs have been selling like hot cakes. (*really quickly*)
- Winning the game was great, but meeting our favorite athlete was the icing on the cake. (*something that makes a good thing even better*)

Tell students to create a two-column chart with the headings *Idiom* and *Meaning*. Have them use context clues to fill in the chart as they read. Then, ask them to check the meanings in a dictionary.

UNIT THREE

Teach

Literary Element

1

Characterization Students may say that she appears a bit pathetic. They may also guess that she is poor.

For additional literary element practice, see Unit 3 Teaching Resources, p. 92.

View the Art

Diana Ong creates images using watercolors, acrylic paints, computer graphics, and other media. In contrast to traditional portrait artists, she often combines unexpected colors in her depictions of people. **Ask: Does this look to you like it could be a picture of Geraldine Moore? Why or why not?** (Students may say it could be she because the many colors suggest all the things that are on her mind.)

For an audio recording of this selection, use Listening Library Audio CD-ROM.

Readability Scores

Dale-Chall: 4.7

DRP: 53

Lexile: 930

Geraldine Moore the Poet

Toni Cade Bambara

The Reader #1, 1999. Diana Ong.



1 Geraldine paused at the corner to pull up her knee socks. The rubber bands she was using to hold them up made her legs itch. She dropped her books on the sidewalk while she gave a good scratch. But when she pulled the socks up again, two fingers poked right through the top of her left one.

"That stupid dog," she muttered to herself, grabbing at her books and crossing against traffic. "First he chews up my gym suit and gets me into trouble, and now my socks."

Geraldine shifted her books to the other hand and kept muttering angrily to herself about Mrs. Watson's dog, which she minded two days a week for a dollar. She passed the hot-dog man on the corner and waved. He shrugged as if to say business was very bad.

Must be, she thought to herself. *Three guys before you had to pack up and forget it. Nobody's got hot-dog money around here.*

Geraldine turned down her street, wondering what her sister Anita would have for her lunch. She was glad she didn't have to eat the free lunches in high school any more. She was sick of the funny-looking tomato soup and the dried-out cheese sandwiches and those oranges that were more green than orange.

When Geraldine's mother first took sick and went away, Geraldine had been on her own except when Miss Gladys next door came in on Thursdays and cleaned the

Characterization

What impression does this description give you of Geraldine?

348 UNIT 3 What Makes You Who You Are?



Writing Practice

Sensory Language Writers use sensory words (words that appeal to the five senses) to make readers feel all kinds of emotions. Have students read Bambara's description of the free lunches at Geraldine's school.

- What senses does the writer appeal to? (*sight, touch, and taste*)
- What feelings do the descriptions bring to mind? (*Possible response: feelings of disgust*)

Then, have each student imagine a character and write a description that includes at least five sensory details. Descriptions should appeal to two or more senses. Invite volunteers to read their descriptions to the class. Ask other students to describe the emotions they feel after hearing the descriptions.

apartment and made a meat loaf so Geraldine could have dinner. But in those days Geraldine never quite managed to get breakfast for herself. So she'd sit through social studies class, scraping her feet to cover up the noise of her stomach growling.

Now Anita, Geraldine's older sister, was living at home waiting for her husband to get out of the Army. She usually had something good for lunch—chicken and dumplings if she managed to get up in time, or baked ham from the night before and sweet-potato bread. But even if there was only a hot dog and some baked beans—sometimes just a TV dinner if those soap operas¹ kept Anita glued to the TV set—anything was better than the noisy school lunchroom where **monitors** kept pushing you into a straight line or rushing you to the tables. Anything was better than that.

Geraldine was almost home when she stopped dead. Right outside her building was a pile of furniture and some boxes. That wasn't anything new. She had seen people get put out in the street before, but this time the ironing board looked familiar. And she recognized the big, ugly sofa standing on its arm, its under-belly showing the hole where Mrs. Watson's dog had gotten to it.

Miss Gladys was sitting on the **stoop**, and she looked up and took off her glasses. "Well, Gerry," she said slowly, wiping her glasses on the hem of her dress, "looks like you'll be staying with me for a while." She looked at the men carrying out a big box with an old doll sticking up over the edge. "Anita's upstairs. Go on up and get your lunch."

Geraldine stepped past the old woman and almost bumped into the **superintendent**. He took off his cap to wipe away the sweat.

"Darn shame," he said to no one in particular. "Poor people sure got a hard row to hoe."

¹ **Soap operas** are continuing stories on daytime television. They usually involve very dramatic situations.

Vocabulary

monitors (mon'ə tərz) *n.* students with a special duty, such as taking attendance or handing out materials

superintendent (sūp'rin ten'dənt) *n.* the person who manages and takes care of an apartment building

2

Make Inferences About Characters Why do you think Geraldine tries to hide the growling of her stomach?

Visual Vocabulary

A **stoop** is a porch, a stairway entrance, or a small platform at the door of a house or an apartment building.



3

Characterization What does this reaction tell you about Miss Gladys?

UNIT THREE

Teach

Reading Strategy

2

Make Inferences About Characters

She probably feels embarrassed and doesn't want the other students to know she is on her own.



For additional reading skill or strategy practice, see Unit 3 Teaching Resources, p. 93.

Literary Element

3

Characterization She seems to be a caring and generous person.

Writer's Technique

Description Reread the description of how Geraldine usually gets her meals, the furniture she finds outside her building, and what the superintendent says. How does the author reveal what Geraldine's neighborhood is like and what problems the people who live there deal with daily? Have students discuss how her situation might be different if she lived in a middle-class or wealthy neighborhood.

Geraldine Moore the Poet 349

Approaching Level

DIFFERENTIATED INSTRUCTION



Emerging Draw a web diagram on the board. Tell students that Bambara uses certain words in the second paragraph to help readers see how upset Geraldine is. In the center circle of the diagram, write *Geraldine is angry*. Ask students to find words and phrases in the

paragraph that show Geraldine's anger. Fill in the outer circles with appropriate responses. Then, as students continue to read the story, have them use a web diagram to analyze Geraldine's feelings in another scene.

UNIT THREE

Teach

Reading Strategy

1

Make Inferences About Characters

She seems to be overwhelmed. She probably worries about how she will support Geraldine and doubts that her mother will ever get well.

BQ BIG Question

Students may say that she has a strong character and thinks for herself. She has experienced real hardship and isn't afraid to question what she is told, based on her own experience.

"That's the truth," said Miss Gladys, standing up with her hands on her hips to watch the men set things on the sidewalk.

Upstairs, Geraldine went into the apartment and found Anita in the kitchen.

"I dunno, Gerry," Anita said. "I just don't know what we're going to do. But everything's going to be all right soon as Ma gets well." Anita's voice cracked as she set a bowl of soup before Geraldine.

"What's this?" Geraldine said.

"It's tomato soup, Gerry."

Geraldine was about to say something. But when she looked up at her big sister, she saw how Anita's face was getting all twisted as she began to cry.

That afternoon, Mr. Stern, the geometry teacher, started drawing cubes and **cylinders** on the board. Geraldine sat at her desk adding up a column of figures in her notebook—the rent, the light and gas bills, a new gym suit, some socks. Maybe they would move somewhere else, and she could have her own room. Geraldine turned the squares and triangles into little houses in the country.

"For your homework," Mr. Stern was saying with his back to the class, "set up your problems this way." He wrote GIVEN: in large letters, and then gave the **formula** for the first problem. Then he wrote TO FIND: and listed three items they were to include in their answers.

Geraldine started to raise her hand to ask what all these squares and angles had to do with solving real problems, like the ones she had. Better not, she warned herself, and sat on her hands. *Your big mouth got you in trouble last term.*

In hygiene class,² Mrs. Potter kept saying that the body was a wonderful machine. Every time Geraldine looked up

² A **hygiene class** is the same as a health class. Students learn how to get healthy and stay healthy.

Vocabulary

cylinders (sil'ən dərz) *n.* long, round objects, solid or hollow, with flat ends, such as soup cans

formula (fôr'myā lə) *n.* a combination of symbols used in mathematics to state a rule or principle

Make Inferences About Characters

How do you think Anita feels about the responsibilities she has while her mother is gone?

BQ BIG Question

What do you think makes Geraldine so outspoken?

Reading Practice

SPIRAL REVIEW



Visualize Remind students that visualizing can help them understand and remember what they read. Ask them to read the selection from "Geraldine was almost home . . ." to "... get your lunch," visualizing the characters, actions, and setting as they do so. Tell students to draw pictures based on their visualizations. Have them compare their pictures and discuss any similarities or differences. Then, ask students whether they

think the scene could have happened in real life. (*Possible response: Yes, because the characters seem like real people, and their problems are common ones.*)

Teach



Chicago, Illinois: Public Art, 1978. Franklin McMahon. Polymer painting.

from her notebook, she would hear the same thing. “Right now your body is **manufacturing** all the proteins and tissues and energy you will need to get through tomorrow.”

And Geraldine kept wondering, *How? How does my body know what it will need, when I don't even know what I'll need to get through tomorrow?*

As she headed down the hall to her next class, Geraldine remembered that she hadn't done the homework for English. Mrs. Scott had said to write a poem, and Geraldine had meant to do it at lunchtime. After all, there was nothing to it—a flower here, a raindrop there, moon, June, rose, nose. But the men carrying off the furniture had made her forget.

“And now put away your books,” Mrs. Scott was saying as Geraldine tried to scribble a poem quickly. “Today we can give King Arthur's knights a rest. Let's talk about poetry.”

Mrs. Scott moved up and down the aisles, talking about her favorite poems and reciting a line now and then. She got very excited whenever she passed a desk and could pick up the homework from a student who had

Vocabulary

manufacturing (man'yə fak'chər ing) v. making products, especially on a large scale or with machinery

View the Art What feeling to do get when you look at this painting? Is it similar to the feeling you get from reading this story?

2

Characterization How does the author reveal Geraldine's view of writing poetry?

View the Art

Franklin McMahon has documented many historic events through his art. Instead of a camera, he uses pen and paints to capture important moments, such as the first moon landing and recent presidential campaigns.

Ask: Does this painting match your mental picture of Geraldine's neighborhood? Why or why not?

(Possible response: It shows a run-down building, but I imagine more people in her neighborhood.)

Literary Element

2

Characterization The author reports Geraldine's thoughts, which show that she doesn't think poetry is important.

Geraldine Moore the Poet 351

English Learners

DIFFERENTIATED INSTRUCTION



Beginning Write the word *furniture* on the board, and explain that it means “the movable things in a room that are needed to live in it, such as chairs.” Point to a chair and then ask volunteers to point to other pieces of furniture in the classroom. Then, have students draw as many kinds of furniture as they can.

UNIT THREE

Teach

Literary Element

1

Characterization She is optimistic and thinks being alive is wonderful. Geraldine takes a view that is based on her harsher experiences.

ENGLISH LEARNERS Remind students that cognates are words that have similar spellings and meanings in two languages. **Ask:** *Do you know a word in Spanish that looks or sounds like **glorious**? (glorioso) What does it mean? (wonderful)*

BQ BIG Question

She has a hard life and no longer has the childlike innocence that would make her want to write a poem about simple, happy things like flowers and sunshine.

"A poem is your own special way of saying what you feel and what you see," Mrs. Scott went on, her lips moist. It was her favorite subject.

"Some poets write about the light that . . . that . . . makes the world sunny," she said, passing Geraldine's desk. "Sometimes an idea takes the form of a picture—an image."

For almost half an hour, Mrs. Scott stood at the front of the room, reading poems and talking about the lives of the great poets. Geraldine drew more houses, and designs for curtains.

1 "So for those who haven't done their homework, try it now," Mrs. Scott said. "Try expressing what it is like to be . . . to be alive in this . . . this glorious world."

"Oh, brother," Geraldine muttered to herself as Mrs. Scott moved up and down the aisles again, waving her hands and leaning over the students' shoulders and saying, "That's nice," or "Keep trying." Finally she came to Geraldine's desk and stopped, looking down at her.

"I can't write a poem," Geraldine said flatly, before she even realized she was going to speak at all. She said it very loudly, and the whole class looked up.

"And why not?" Mrs. Scott asked, looking hurt.

"I can't write a poem, Mrs. Scott, because nothing lovely's been happening in my life. I haven't seen a flower since Mother's Day, and the sun don't even shine on my side of the street. No robins come sing on my window sill."

Geraldine swallowed hard. She thought about saying that her father doesn't even come to visit any more, but changed her mind. "Just the rain comes," she went on, "and the bills come, and the men to move out our furniture. *I'm sorry, but I can't write no pretty poem.*"

Teddy Johnson leaned over and was about to giggle and crack the whole class up, but Mrs. Scott looked so serious that he changed his mind.

"You have just said the most . . . the most poetic thing, Geraldine Moore," said Mrs. Scott. Her hands flew up to touch the silk scarf around her neck. "'Nothing lovely's been happening in my life.'" She repeated it so quietly that everyone had to lean forward to hear.

Characterization What might this say about Mrs. Scott's outlook on life? How is it different from Geraldine's?

BQ BIG Question

What about Geraldine's life makes her feel like she can't write a pretty poem?

352 UNIT 3 What Makes You Who You Are?

Research Practice



Use Reliable Sources To increase students' knowledge and understanding of homelessness, take them to the library. Have them research the topic using periodicals, reliable Web sites, and other sources. Ask them to work in groups of three to answer one of these research questions:

- Who are the homeless?
- What causes homelessness?
- Who is helping the homeless?
- How can I help the homeless?

As a class, combine student research to prepare a presentation for other students in the school.

Teach

Portrait in Orange, Diana Ong.



"Class," Mrs. Scott said very sadly, clearing her throat, "you have just heard the best poem you will ever hear." She went to the board and stood there for a long time staring at the chalk in her hand.

"I'd like you to copy it down," she said. She wrote it just as Geraldine had said it, bad grammar and all.

*Nothing lovely's been happening in my life.
I haven't seen a flower since Mother's Day,
And the sun don't even shine on my side of the street.
No robins come sing on my window sill.
Just the rain comes, and the bills come,
And the men to move out our furniture.
I'm sorry, but I can't write no pretty poem.*

Mrs. Scott stopped writing, but she kept her back to the class for a long time—long after Geraldine had closed her notebook.

And even when the bell rang, and everyone came over to smile at Geraldine or to tap her on the shoulder or to kid her about being the school poet, Geraldine waited for Mrs. Scott to put the chalk down and turn around. Finally Geraldine stacked up her books and started to leave. Then she thought she heard a whimper—the way Mrs. Watson's dog whimpered sometimes—and she saw Mrs. Scott's shoulders shake a little. 🐾

Make Inferences About Characters How does Mrs. Scott feel? What details help you infer this?

Geraldine Moore the Poet 353

View the Art

Many of Diana Ong's works feature strong, contrasting colors. Rather than depict specific individuals, her portraits often convey certain moods.

Ask: What feeling do you get from this work? How does your emotional response compare to what you feel after reading the story? Explain.

(Students may say the picture makes them feel confused, disconnected, or distant. It may remind them of how Geraldine feels in the story.)

Reading Strategy

2

Make Inferences About Characters

Mrs. Scott seems to feel sad. She may feel it is unfair that a young girl like Geraldine has to face such difficult situations. Though she is hiding her face, her shaking shoulders and her whimper tell you that she is crying.



To check students' understanding of the selection, see Unit 3 Teaching Resources, pp. 97–98.

Approaching Level

DIFFERENTIATED INSTRUCTION



Partners Established Have student pairs practice reading aloud the dialogue between Mrs. Scott and Geraldine (beginning with "So for those . . ."). Tell students to read only the parts in quotation marks out loud. While practicing, they should use the information the narrator provides ("loudly,"

"hurt," "sadly," and so on) as a guide to the emotional tone they should relay when they read the dialogue. Also suggest that they try varying the speed and volume of their voices. To avoid embarrassment, boys could read "Mr. Scott" and "Gerald." Ask volunteers to read the dialogue aloud for the class.

After You Read

Assess



For additional assessment, see
Assessment Resources, pp. 91–92.

Respond and Think Critically

Possible answers:

1. Geraldine's sister is taking care of her.
2. She learns that she and her sister are being evicted from their apartment. Her neighbor says that Geraldine will be living with her for a while. Geraldine's sister is tearful and scared; she doesn't know what they'll do.
3. The words are honest. They use Geraldine's own voice rather than some false poetic ideal. They are true to Geraldine's experience and feelings, and this is what makes them so moving.
4. She might be saying that life is difficult or unfair, or that beauty can come from unlikely places.
5. Students may say that Geraldine has a right to be angry because it is not fair that she has to face these difficult situations. She is reacting normally.
6. Students may describe Geraldine's mother being in the hospital or the fact that her sister is taking care of her. They should provide reasons why the experience has affected Geraldine.

After You Read

Respond and Think Critically

1. Who is taking care of Geraldine? **[Recall]**
2. What happens when Geraldine goes home for lunch? **[Summarize]**
3. Geraldine says she "can't write no pretty poem." Why does Mrs. Scott say Geraldine's statements are poetic? **[Analyze]**
4. By telling Geraldine's story, what might the author be saying about people and problems in general? **[Interpret]**
5. Geraldine is sometimes angry about her life. Does she have a right to be angry? Explain your answer. **[Evaluate]**
6. **BQ** **BIG Question** Describe one experience in Geraldine's life and how it helped make her the person she is. Why do you think the experience affected her this way? **[Conclude]**

TIP

Summarizing

To help you answer question 2, remember that **summarizing** means restating the key points in your own words. Ask yourself,

- What is most important about Geraldine's lunchtime visit home?
- What other events happen in the story?
- What causes these events?



Keep track of your ideas about the **BIG Question** in your unit Foldable.

You're the Critic

What Is Most Important in Bambara's Stories?

Read these two excerpts of literary criticism. Together, these comments will give you more insight into "Geraldine Moore the Poet."

"Bambara's children arguably have essential lessons to teach their elders, if they listen well."

—Elizabeth Muther

Bambara's "insertion of themes related to the desires of Black women and girls disrupts . . . the stories' primary focus on classic realism."

—Elliott Butler-Evans

Group Activity Discuss the following questions with your classmates. Refer to the excerpts and give examples from "Geraldine Moore the Poet" to support your answers.

1. Do you agree with Muther that in this story Geraldine has essential lessons to teach adults? Explain.
2. What does Butler-Evans think Bambara's stories are mainly about? Do you agree with his opinion? Explain, giving examples from the story.
3. Which element of "Geraldine Moore the Poet" did you find more memorable—the characters or the realistic details? Why?

You're the Critic

1. Students may say that the comment applies well because Geraldine tries to keep a positive attitude. Or, they may say it doesn't apply well because the story's most important lesson is taught by Mrs. Scott, an adult.
2. He thinks they are snapshots of real life. Students may agree because Geraldine's world is described realistically and her problems could be universal, not just personal.
3. Some students may find Geraldine and other characters memorable because they have shared similar emotions or understand what it is like to struggle in hard times. Some students may find the realistic details, such as the school setting, more memorable because they know what school is like.

Literary Element Characterization

Test Skills Practice

- Which words best describe Mrs. Scott?
 - critical and discouraging
 - confused and unclear
 - thoughtless and uncaring
 - open-minded and encouraging

Review: Conflict

As you learned on page 249, **conflict** is the struggle between two forces in a story. **External conflict** is when a character struggles against an outside force, such as another person, nature, or fate. **Internal conflict** occurs within the mind of a character. The character might be torn between two different feelings or goals.

Test Skills Practice

- Which sentence gives the best description of how Geraldine handles external conflicts?
 - She is easily distracted.
 - She tries to be positive but doesn't always succeed.
 - She criticizes those around her.
 - She is unaware of the conflicts she faces.

Reading Strategy

Make Inferences About Characters

- Looking over what Geraldine and Anita say and do, which sister do you think has better survival skills? Why do you think so? Use a graphic organizer like the one on page 347 to help make your inference and then support it.
- What can you infer about Geraldine's family life from what she says about her mother and father?
- Think about how Mrs. Scott acts in the classroom and the way she reacts to Geraldine's reasons for not writing a poem. What can you infer about her life?

Vocabulary Practice

Respond to these questions.

- Which action is an example of **manufacturing**—making bottles or planting trees?
- Which task might be performed by **monitors**—selling hot dogs or setting up desks in a classroom?
- What might a **superintendent** do at work—drive a bus or fix a leaky faucet?
- When would a **formula** be helpful—when doing a math assignment or when reading for pleasure?
- Which objects resemble **cylinders**—apples or pieces of chalk?

Academic Vocabulary

Mr. Stern is the math **instructor** at Geraldine's school.

Instructor means the same thing as *teacher*.

Fill in the blanks in the sentence below based on the story.

_____ is the English instructor at Geraldine's school, and she teaches the students about _____.



Literature Online

Selection Resources For Selection Quizzes, eFlashcards, and Reading-Writing Connection activities, go to glencoe.com and enter QuickPass code GL19756u3.

After You Read

Assess

Literary Element

1. D

2. B

Reading Strategy

- Students may say that Geraldine is strong, outspoken, honest, and can take care of herself. Anita seems frightened and dependent.
- Her father is absent from her life, and Geraldine's mother is probably in the hospital.
- Mrs. Scott probably has a comfortable, happy, predictable life but is compassionate and sensitive to her students' troubles.

Vocabulary

- making bottles
- setting up desks in a classroom
- fix a leaky faucet
- doing a math assignment
- pieces of chalk

Academic Vocabulary

Possible answer: Mrs. Scott is the English instructor at Geraldine's school, and she teaches the students about poetry.

Progress Check

Can students comprehend vocabulary?

If...fewer than 2 answers are correct

Then... Glencoe Interactive Vocabulary CD-ROM.

Assess

Short Story

When students write their short story, they should

- develop distinct characters with vivid sensory details
- use dialogue to reveal character traits and experiences
- create a clear plot with conflict
- illustrate the setting with sensory details

Teaching Note

Quotation Marks Encourage students to use the dialogue and quotation marks in “Geraldine Moore the Poet” as models for punctuation and capitalization. After students revise their stories, have them work in pairs to spot and correct errors in quotation mechanics.



Respond Through Writing

Short Story

Apply Characterization In “Geraldine Moore the Poet,” Toni Cade Bambara creates memorable characters. Now it is your turn to write a short story, using **characterization** to bring the people in your story to life.

Understand the Task You have learned that writers bring **characters** to life by describing them and by letting them speak for themselves. Include vivid **sensory details** and **dialogue** in your story to show your characters’ personalities and experiences. Your story should also have a **plot**. Remember that **conflict** is the most important part of the plot. Plot and conflict often grow from characters. If a character wants something but cannot have it, you have the beginning of a plot.

Prewrite First, decide what your story will be about. Imagine the characters. Think about what makes each one unique. Use a chart like the one below to keep track of them.

Character	Traits
Molly	short brown hair, likes basketball

Draft Before you begin writing, plan your story. Outline the main events of the plot. Pay attention to how you will begin and end your story. Think about the setting. Does the story happen in one place, or does it move from one setting to another?

Revise Read over your first draft. Think about anything you want to change. Does your story make sense? Are the characters developed? Ask a classmate to review your draft and provide feedback. Make changes as necessary.

Edit and Proofread Proofread your story, correcting errors in spelling, grammar, and punctuation. Review the Grammar Tip in the side column for information on quotation marks.

Learning Objectives

For page 356

In this assignment, you will focus on the following objective:

Writing: Applying characterization in a short story.

Grammar Tip

Quotation Marks

When an author provides the exact words of a speaker, the author is using a **quotation**. Quotations are easy to spot, because **quotation marks** appear at the beginning and the end of the speaker’s statement.

The following tips will help you write quotations.

- Use quotation marks before and after the speaker’s exact words. Example: “I feel fine,” said Joshua.
- When the quotation is a complete sentence, always capitalize the first letter of the first word. Example: “He’s my friend,” she said.
- If a quotation is interrupted to identify the speaker, do *not* capitalize the first word of the second part of the sentence. Example: “She was,” explained Kate, “a great teacher.”



Writing Practice

Dialogue Write a series of character traits on note cards, one trait per card and one card for each student. Place the cards in a bowl or box, and have each student draw a card. Next, ask pairs of students to write short dialogues between two characters. The dialogue of the first character must illustrate the trait on

the partner’s card without using the actual word on the card. The dialogue of the second character must illustrate the trait on the first partner’s card. Then, have pairs of students read their dialogues aloud. Invite the class to guess the two character traits the partners have illustrated with their dialogue.

Before You Read

What I can do—I will— and Fame is a bee

Connect to the Poems

Think about something in nature that reminds you of something about yourself.

Partner Talk With a partner, talk about something in nature that reflects who you are. Discuss how it represents you.

Build Background

These two Emily Dickinson poems focus on images or ideas from nature.

- Dickinson frequently uses a punctuation mark that looks like a long dash. It signals the reader to take a long pause before continuing, which affects the rhythm of the poem and adds weight to the ideas.
- The poems are written in Dickinson's customary four-line stanzas. Both have end rhyme, or rhyme that occurs at the end of the lines.

Set Purposes for Reading

BQ BIG Question

As you read, ask yourself, how do these poems reflect the way the world around Emily Dickinson shaped her life?

Literary Element Metaphor and Simile

Poets often use **figurative language** to express ideas beyond the literal meanings of words. Figurative language includes figures of speech, or expressions in which words are used in a different way than usual, to add beauty or force. A **metaphor** is a figure of speech that implies a comparison between seemingly unlike things, such as "My love *is* a rose." A **simile** uses *like* or *as* to compare seemingly unlike things. An example is "My love *is like* a rose."

It is important to pay attention to **metaphors** and **similes**, because they often express a poet's key ideas.

As you read, ask yourself, what is being compared in each poem?

Learning Objectives

For pages 357–359

In studying these texts, you will focus on the following objectives:

Literary Study:
Analyzing simile.
Analyzing metaphor.

Meet Emily Dickinson



Emily Dickinson is considered one of the great American poets, yet she published only a few poems during her lifetime. After Dickinson's death, her sister found more than 1,700 of Dickinson's poems hidden in a drawer and had them published. Emily Dickinson was born in 1830 and died in 1886.



Literature Online

Author Search For more about Emily Dickinson, go to glencoe.com and enter QuickPass code GL19756u3.

Before You Read

Focus

Bellringer Options

Daily Language Practice Transparency 73

Or show students pictures of familiar animals, insects, and flowers. Have students describe how they look and where you might see them. Explain that poets often use images from nature to explain what it means to be human.

Summary

Emily Dickinson's poetry uses images from nature to express something about the speaker. In "What I can do—I will—," Dickinson uses the daffodil to express the idea that even if she can only do something small, she will do it. In "Fame is a bee," Dickinson explores fame by likening it to the behaviors of a bee.



For summaries in languages other than English, see Unit 3 Teaching Resources, pp. 99–104.

Literary Element

Metaphor and Simile Students will recognize metaphorical comparisons better if they practice creating their own. Have students recall something in nature that they chose for Connect to the Poems and write metaphors and similes based on this thing.

What I can do — I will — and Fame is a bee 357

English Learners

DIFFERENTIATED INSTRUCTION



Vocabulary Preteaching Have students look up the definitions for two words of your choosing from each poem. With a partner, have them discuss the words' meanings. Next, have them use the two words in two unrelated sentences.

Approaching Level

DIFFERENTIATED INSTRUCTION



Vocabulary Preteaching Have students pair up and discuss ways the titles of the poems might change if two words in each poem were changed. Have students replace the words you choose first with synonyms and then with antonyms.

UNIT THREE

Teach

BQ BIG Question

She will do everything she can, even if it's a seemingly small contribution.

Literary Element

1

Metaphor and Simile Fame can be sweet but can also have a harsh side. Fame can come and go quickly; it can disappear.

For additional literary element practice, see Unit 3 Teaching Resources, p. 105.

View the Art

Have students look at the painting *Tropaioleum Speciosum* by Katherine Cameron. Explain that *tropaioleum speciosum* is the scientific name of a flower known as “flame flower,” a climbing plant with small red flowers.

Ask: What are the bees in the painting doing? (They are gathering nectar.) **Ask: What are some traits people associate with bees?** (hard working, busy—“busy as a bee.”)

What I can do — I will —

Emily Dickinson

What I can do — I will —
Though it be little as a Daffodil —
That I cannot — must be
Unknown to possibility —

BQ BIG Question

What does the poet seem to be saying about goals?



Tropaioleum Speciosum, c. 1900. Katherine Cameron. Watercolor on paper. Private Collection.

Fame is a bee

Emily Dickinson

Fame is a bee.
It has a song —
It has a sting —
Ah, too, it has a wing.

Metaphor and Simile Why does the speaker compare fame to a bee?

Reading Practice

Read Aloud These short poems provide an opportunity for students to experiment with different ways of reading aloud. First, explain to students that tone of voice and pace can have an effect on the way a poem is understood. Point out that Dickinson uses punctuation and line breaks to show readers where to pause, but there is still room for variation in the way

each one is read. Have students take turns reading the poems aloud. Then have listeners compare the different performances.



Question Say: Asking questions is a good way to check your understanding.

After students read the poems, have them write a question. Then have them reread the poems to answer their question.

Assess

For additional assessment, see Assessment Resources, pp. 93–94.

Respond and Think Critically

Possible answers:

1. She uses a daffodil and a bee to make comparisons.
2. Students may say “To do nothing or to make no effort is unthinkable.”
3. She is suggesting that fame has both a good side and a bad side. It is attractive, but it may hurt you. It can also disappear at any time.
4. A daffodil is a small, common flower. It is not showy or grand. She is saying that even if her efforts don’t seem to make any difference or go unnoticed, she will still try.
5. The poems would be diminished without the comparisons. The simile in “What I can do—I will—” compares the speaker’s efforts to the daffodil. The metaphor in “Fame is a bee” compares fame to a bee.
6. Students may say that doing what you can helps you remember your own worth. The second poem cautions against fame, for it may be foolish to pursue.

Spelling Link

simple + ly = simply
bake + ing = baking
hurry + ing = hurrying
silly + ness = silliness

Writing

Write a Stanza Students will write a stanza of poetry about pursuing dreams. The stanza should include either a metaphor or a simile and make a clear comparison between two seemingly unlike things.

After You Read

Respond and Think Critically

1. In the two poems, what objects in nature does the poet use to make comparisons? **[Identify]**
2. Paraphrase the last two lines of “What I can do — I will —.” **[Paraphrase]**
3. What does the poet mean when she says that fame has a song, a sting, and a wing? **[Interpret]**
4. Why do you think the poet compares her effort to a daffodil instead of something else? **[Infer]**
5. **Literary Element Metaphor and Simile** How do metaphors and similes affect the meaning of each poem? Would the poems be as effective without them? Explain your answer. **[Evaluate]**
6. **BQ BIG Question** What does the poet seem to be saying about dreams and goals in these poems? **[Conclude]**

Spelling Link

Suffixes and the Final e or the Final y Many words in English end in a silent *e*. Keep the *e* when adding a suffix that begins with a consonant: *time + ly = timely*. Drop the silent *e* when adding a suffix that begins with a vowel or *y*: *hide + ing = hiding*, *noise + y = noisy*. For a word ending in *le*, drop the *le* before adding the suffix *-ly*: *gentle + ly = gently*.

When you add a suffix to a word that ends in a final *y*, keep the *y*: *enjoy + ment = enjoyment*. For a word ending with a consonant + *y*, change the *y* to *i* unless the suffix begins with *i*. Keep the *y* to avoid having two *i*’s together: *happy + ness = happiness*, *carry + ing = carrying*.

Practice On a sheet of paper, write the new word that is formed after the suffix is added:

simple + ly = **hurry + ing** =
bake + ing = **silly + ness** =

Writing

Write a Stanza If you could share one idea in a poem about pursuing your dreams, what would it be? Write a stanza of poetry that includes a metaphor or simile to express a key idea. If you create a simile, remember to use *like* or *as*.

TIP

Interpreting

To answer question 3, ask yourself these questions:

- How does a bee’s song sound?
- How does a bee’s sting feel?
- What does having wings allow a bee to do?

FOLDABLES

Study Organizer Keep track of your ideas about the **BIG Question** in your unit Foldable.

Literature Online

Selection Resources

For Selection Quizzes, eFlashcards, and Reading-Writing Connection activities, go to glencoe.com and enter QuickPass code GL19756u3.

English Learners

DIFFERENTIATED INSTRUCTION

Intermediate To help nonnative speakers of English understand end rhyme, have them write a four-line stanza in their native language following the *aabb* end rhyme scheme. Then have students work in pairs to come up with a list of rhyming words in English. Using their

lists, have the pairs compose a four-line stanza also using the *aabb* end rhyme scheme. You can pair a nonnative speaker with a more fluent student to come up with the list and compose the second stanza.

Before You Read

Focus

Bellringer Options

Daily Language Practice Transparency 74

Ask: Is pride good or bad? Have students share examples of situations in which pride is encouraged—taking pride in one's work, for example—and situations in which it causes problems.

Vocabulary

Introduce the vocabulary words on this page. Challenge students to write sentences that use as many of the words as possible. Hold a contest to see who can make a sentence containing the most vocabulary words.

For additional vocabulary practice, see Unit 3 Teaching Resources, p. 116.

For additional context, see Glencoe Interactive Vocabulary CD-ROM.

Before You Read

Wings

Connect to the Myth

Think about a time when you had to depend on your own resourcefulness to address a challenge.

Partner Talk With a partner, talk about how you coped with a new or difficult situation in a capable or skillful way.

Build Background

"Wings" tells the story of Daedalus (ded'əl əs). His name means "skillfully made." When the Greeks did not know who had built a structure, they gave the credit to Daedalus. The story begins in ancient Greece and then moves to Crete and Sicily. Recent archaeological excavations suggest that Daedalus was a real person. The story, though, is a myth, which is a traditional tale that may include gods, goddesses, heroes, and supernatural events. Myths often reflect a cultural group's beliefs and values.



Vocabulary

exile (eg'zil) *n.* a person who is forced to leave his or her country or home (p. 364).

After war destroyed his homeland, Ivo lived as an exile.

devised (di vizd') *v.* thought out; invented; planned (p. 364).

Maria devised a clever way for the basketball team to raise money.

meager (mē'gər) *adj.* scarcely enough; insufficient (p. 368).

With my meager allowance, I can't afford to go to the movies every week.

realm (relm) *n.* kingdom (p. 370).

The king promised justice to all who lived in his realm.

enraged (en rājd') *adj.* greatly angered (p. 371).

An enraged bull charged the cowboy.

Meet Jane Yolen



"I think the worst thing in the world is the child who grows up without any connection to folk tradition. This is our connection with our history, and with human mystery too. These are the stories that carry the morality of generations."

—Jane Yolen

Inspired by Folk Culture Jane Yolen enjoys telling old stories that highlight modern problems. She heads Jane Yolen Books, which publishes science fiction and fantasy for young people.

Literary Works Jane Yolen has written more than one hundred books, including nonfiction and poetry, but she is especially known for her original fairy tales.

Jane Yolen was born in 1939.

Literature Online

Author Search For more about Jane Yolen, go to glencoe.com and enter QuickPass code GL19756u3.

360 UNIT 3 What Makes You Who You Are?

English Learners

DIFFERENTIATED INSTRUCTION



Vocabulary Preteaching **Say:** *If someone were an exile from the classroom, show me where he or she would have to go.* (Students should get up and go outside the door.) Invite one student back in and tell him or her that the classroom is his or her kingdom. **Say:** *Your majesty, please pardon*

the exiles and allow them back in your realm. (The student should invite the others back into the classroom.)

Have a student demonstrate being enraged. Ask students for other words to describe this state. (*mad, angry, furious.*)

Have a student show something meager. (Ask the class for related words. (Possible answers: *humble, bare, trivial.*)

Have a student tell the class about the cleverest invention ever devised.

Set Purposes for Reading

BQ BIG Question

As you read, ask yourself, what traits help Daedalus obtain his goals and dreams? Which traits get in his way?

Literary Element Foreshadowing

Foreshadowing is an author's use of hints or clues to prepare readers for events that will happen later in a story. For example, if a character in a story is warned by a friend not to climb in a rocky area alone but ignores the advice and has an accident, the warning foreshadows the accident.

Recognizing foreshadowing helps you predict what might happen. It builds suspense and keeps you engaged in the story.

As you read, look for details that may foreshadow a later event. Think about how the foreshadowing could affect the plot.

Reading Strategy Make Predictions About Plot

When you **make predictions about plot**, you make educated guesses about story events and outcomes. You base these predictions on information you have gathered in the text and your own knowledge.

Making predictions keeps you thinking while you read and can lead to a greater understanding of the story.

To make predictions about plot,

- use your prior knowledge to predict something that might happen next
- adjust your prediction as you read
- verify your prediction

As you read, you may find it helpful to use a graphic organizer like the one below.

Story details + What I know	Prediction	What actually happens
Daedalus designs a maze.	Theseus will get lost.	

Learning Objectives

For pages 360–373

In studying this text, you will focus on the following objectives:

Literary Study: Analyzing foreshadowing.

Reading: Making predictions about plot.

TRY IT

Make Predictions About Plot

Josh is the star football player at school and likes everyone to know it. A new student joins the team, and he outperforms Josh in their first practice. What do you think will happen next?

Before You Read

Focus

Summary

Daedalus, an artist and inventor, is exiled to Crete. There he builds a maze for the Minotaur, who has a man's body but a bull's head. When he learns that Athenians are being fed to the Minotaur, he helps them kill the beast. King Minos of Crete jails Daedalus and his son in a tower. They collect bird feathers and make wings to escape. Icarus flies too high and dies when the sun melts the wax on his wings. Daedalus flies on to Sicily.



For summaries in languages other than English, see Unit 3 Teaching Resources, pp. 108–113.

Literary Element

Foreshadowing Explain that authors often reveal details about a character that foreshadow his or her later actions. If a character has a history of being impulsive, he or she will likely *do* something impulsive later.

Reading Strategy

Make Predictions About Plot

Point out to students that not all of their predictions will be correct. Sometimes, you are surprised by the ending of a story.

TRY IT

Mike might pick a fight with the newcomer or train harder, so he can beat him at the next practice.

Wings 361

English Learners

DIFFERENTIATED INSTRUCTION



Partners Advanced Point out that different cultures value different personality traits. Daedalus is clever but not kind, a “maker” but also a “taker.” Some cultures value intelligence, others creativity, and others emotional qualities like empathy. Some measure wealth by how much a person gives away, and some by how many friends a person has.

As they read this story, have students note traits that describe the characters and list them in a chart. Then ask students to work with a partner to discuss which characters they like and dislike, and why. Which traits would fit best with the values of their cultures?

UNIT THREE

Teach

Literary Element

1

Foreshadowing A tragedy may come to pass.

For additional literary element practice, see Unit 3 Teaching Resources, p. 114.

Teaching Note

Description The author gives sensory details about the city of Athens and the island of Crete. **Ask:** *What is Athens like? (It is noisy. The ocean is nearby. Temples have colorful pillars.) What is Crete like? (Crete is quiet, sandy, and full of natural beauty.)*

For an audio recording of this selection, use Listening Library Audio CD-ROM.

Readability Scores

Dale-Chall: 5.7
DRP: 52
Lexile: 820



Wings

Jane Yolen

Ocean Birds, Gerrit Greve.

Once in ancient Greece, when the gods dwelt¹ on a high mountain overseeing the world, there lived a man named Daedalus who was known for the things he made.

He invented the axe, the bevel, and the awl.² He built statues that were so lifelike they seemed ready to move. He designed a maze³ whose winding passages opened one into another as if without beginning, as if without end.

But Daedalus never understood the labyrinth⁴ of his own heart. He was clever but he was not always kind. He was full of pride but he did not give others praise. He was a maker—but he was a taker, too.

1 The gods always punish such a man.

Athens⁴ was the queen of cities and she had her princes.

¹ **Dwelt** means “lived or resided.”

² A **bevel** is a tool for measuring and marking angles. An **awl** is a pointed tool used to make small holes or designs in materials.

³ A **maze** is an intricate, confusing network of paths or passageways, through which it is difficult to find one’s way.

⁴ **Athens** is a city in Greece. In ancient times it was the cultural center of the Mediterranean region.

362 UNIT 3 What Makes You Who You Are?

Visual Vocabulary

A **labyrinth** (lab’ə rinth’) is a maze—a set of winding, interconnected passages in which it is easy to get lost.



Foreshadowing What does the warning foretell?

Reading Practice



Skim and Scan Explain to students that skimming is reading over a text quickly to get the main idea. Scanning is running your eyes over a selection to look for key phrases, headings, or other text features. Sometimes it is helpful to use skimming or scanning to preview a selection before you

read it more carefully. **Ask:** *What do you notice when you scan this selection? (Every so often there is a line set apart from the others, printed in italics.) What kind of information do these tell you? (They tell you what the gods are doing and thinking.)*

Literary Element Practice

Point of View Tell students that, in the omniscient point of view, the story is told by someone outside the story. After students have read the first page, ask them to identify the advantages of this point of view.

Daedalus was one. He was a prince and he was an artist, and he was proud of being both.

The very elements⁵ were his friends, and the people of Athens praised him.

"The gods will love you forever, Daedalus," they cried out to him as he walked through the city streets.

The gods listened and did not like to be told what to do.

A man who hears only praise becomes deaf. A man who sees no rival to his art becomes blind. Though he grew rich and he grew famous in the city, Daedalus also grew lazy and careless. And one day, without thought for the consequences, he caused the death of his young nephew, Prince Talos, who fell from a tall temple.

Even a prince cannot kill a prince. The king of Athens punished Daedalus by sending him away, away from all he loved: away from the colorful pillars of the temples, away from the noisy, winding streets, away from the bustling shops and stalls, away from his smithy,⁶ away from the sound of the dark sea. He would never be allowed to return.

And the gods watched the exile from on high.

Many days and nights Daedalus fled from his past. He crossed strange lands. He crossed strange seas. All he carried with him was a goatskin flask,⁷ the clothes on his back, and the knowledge in his hands. All he carried with him was grief that he had caused a child's death and grief that Athens was now dead to him.

He traveled a year and a day until he came at last to the island of Crete, where the powerful King Minos⁸ ruled.

The sands of Crete were different from his beloved Athens, the trees in the meadow were different, the flowers and the houses and the little, dark-eyed people were different. Only the birds seemed the same to Daedalus, and the sky—the vast, open, empty road of the sky.

⁵ To the ancient Greeks, the **elements** were air, water, fire, and earth.

⁶ A **smithy** is a workshop where someone (usually called a smith) crafts things out of metal.

⁷ A **goatskin flask** is a leather bottle to carry water or wine.

⁸ **Minos** (mī' nəs)

BQ BIG Question

How has success had a negative impact on who Daedalus has become?

2

Foreshadowing What might Daedalus's familiarity with the birds and sky foreshadow?

UNIT THREE

Teach

BQ BIG Question

Daedalus no longer sees his own flaws; he has forgotten that he can make a mistake or hurt other people.

APPROACHING If students are having difficulty, have them paraphrase the highlighted sentence. You may want to have students fill in the blank in a sentence such as "A man who constantly hears good things about himself stops hearing _____."

Literary Element

2

Foreshadowing Birds and the sky will play a part in something that happens to Daedalus.

Wings 363

English Learners

DIFFERENTIATED INSTRUCTION

Partners Advanced The opening paragraphs of this story provide important details about the personality of Daedalus which are critical to understanding the story. Have English learners work in pairs to read aloud the first seven paragraphs of the story. After

each paragraph, have them stop and write down details found in that paragraph about Daedalus. Then have student pairs compare their lists with those of other pairs.

Approaching Level

DIFFERENTIATED INSTRUCTION

Reading Fluency Explain that when reading aloud, it is important to emphasize key words. This helps listeners understand what is being read. Have students choose a paragraph from the story, read it silently to note the key words, and then read it aloud.

UNIT THREE

Teach

Reading Strategy

1

Make Predictions About Plot Some students may predict the Minotaur will kill people. Others may predict someone will destroy the Minotaur.

For additional reading skill or strategy practice, see Unit 3 Teaching Resources, p. 115.

Literary Element

2

Foreshadowing Students should recognize that Daedalus's "quick, bright ways" may be a source of trouble for the boy.

Writer's Technique

Greek Chorus Explain that in classical Greek drama, there is always a chorus—a group outside the action that comments on events. Yolen imitates this characteristic of Greek drama in her retelling of the Icarus myth. Her descriptions of the gods' actions, set apart in italics, serve as the chorus. By including these interruptions, she implies that they are working behind the scenes.

But the gods found nothing below them strange.

Daedalus knew nothing of Crete but Crete knew much of Daedalus, for his reputation had flown on wings before him. King Minos did not care that Daedalus was an **exile** or that he had been judged guilty of a terrible crime.

"You are the world's greatest builder, Daedalus," King Minos said. "Build me a labyrinth in which to hide a beast."

"A cage would be simpler," said Daedalus.

"This is no ordinary beast," said the king. "This is a monster. This is a prince. His name is Minotaur⁹ and he is my wife's own son. He has a bull's head but a man's body. He eats human flesh. I cannot kill the queen's child. Even a king cannot kill a prince. And I cannot put him in a cage. But in a maze such as you might build, I could keep him hidden forever."

Daedalus bowed his head, but he smiled at the king's praise. He built a labyrinth for the king with countless corridors and winding ways. He **devised** such cunning passages that only he knew the secret pathway to its heart—he, and the Minotaur who lived there.

Yet the gods marked the secret way as well.

For many years Daedalus lived on the island of Crete, delighting in the praise he received from king and court. He made hundreds of new things for them. He made dolls with moving parts and a dancing floor inlaid with wood and stone for the princess Ariadne.¹⁰ He made iron gates for the king and queen wrought¹¹ with cunning designs. He grew fond of the little dark-eyed islanders, and he married a Cretan wife. A son was born to them whom Daedalus named Icarus.¹² The boy was small like his mother but he had his father's quick, bright ways.

⁹ **Minotaur** (min'ə tōr)

¹⁰ **Ariadne** (ar'ē ad'nē)

¹¹ **Wrought** means "made or formed." In reference to metal, it describes something that has been carefully shaped by hammering,

¹² **Icarus** (ik'ər əs)

Vocabulary

exile (eg'zil) *n.* a person who is forced to leave his or her country or home

devised (di vīzd') *v.* thought out; invented; planned

Make Predictions About Plot What do you predict will happen to the Minotaur?

Foreshadowing What might happen to someone who has the same "quick, bright ways" as Daedalus?

364 UNIT 3 What Makes You Who You Are?

Reading Practice

Identify Author's Purpose Remind students that an author's purpose is his or her reason for writing. This might be to entertain, to inform, to persuade, or a combination of reasons. Have students recall what they know of the purpose of myths. **Ask:** **What do you think is this storyteller's main**

purpose? (Students may say that the author is trying to teach a moral lesson in an entertaining way or that she is trying to introduce modern readers to ancient stories.)

Visualize Explain that a good way to enjoy a story is to visualize characters and what they do. Suggest that students pause whenever they form a strong visual impression to make a sketch of it and label the sketch.



The Minotaur, 1885. George Fredric Watts. Tate Gallery, London.

[View the Art](#) How does this painting make you feel about the Minotaur's situation?

Daedalus taught Icarus many things, yet the one Daedalus valued most was the language of his lost Athens. Though he had a grand house and servants to do his bidding, though he had a wife he loved and a son he adored, Daedalus was not entirely happy. His heart still lay in Athens, the land of his youth, and the words he spoke with his son helped keep the memory of Athens alive.

One night a handsome young man came to Daedalus' house, led by a lovesick Princess Ariadne. The young man spoke with Daedalus in that Athenian tongue.¹³

"I am Theseus,¹⁴ a prince of Athens, where your name is still remembered with praise. It is said that Daedalus was

¹³ Here, *tongue* means "language."

¹⁴ *Theseus* (thē' sē as)

Wings 365

UNIT THREE

Teach

Vocabulary

Etymology Share with students the source of the word *Minotaur*. *Taurus* means "bull" in Greek. *Mino* means "belonging to Minos." So the Minotaur was "Minos's bull."

View the Art

Students may say that the Minotaur appears to be lonely and remote. Although the labyrinth walls that he leans against are his home, they are also what imprison him.

Approaching Level

DIFFERENTIATED INSTRUCTION



Established Draw students' attention to the two sentences beginning "All he carried with him . . ." **Ask:** **According to these sentences, what does Daedalus carry with him when he leaves Athens?** (*He carries a goatskin flask, the clothes on his back, his knowledge, grief that he caused a child's death, and grief that he had to leave Athens.*) Have students

discuss the differences between the items listed in these sentences. **Ask:** **How can a person "carry" grief?**

English Learners

DIFFERENTIATED INSTRUCTION



Intermediate English Learners may have difficulty with the phrases "the knowledge in his hands" and "Athens was now dead to him." These details help readers understand Daedalus's motivation later in the story. Ask students to paraphrase these phrases before moving on in the reading.

UNIT THREE

Teach

Reading Strategy

1

Make Predictions About Plot

Because Daedalus yearns to return to Athens, it is likely he would help a fellow Athenian.

APPROACHING Ask: **How does Daedalus feel about Athens?**

(It was his home; he probably feels loyal to it.)

Literary Element

2

Foreshadowing Students will probably say that the gods' somber response suggests that the outcome will be bad.

ENGLISH LEARNERS Help students understand the word *gravely* by brainstorming near-synonyms, such as *seriously*, *somberly*, or *unsmilingly*.

Political History

Athens In Ancient Greece, Athens was one of the most important of the city-states. A city-state had an independent government that ruled over the city and the rural areas around it. Even after the Roman Empire conquered Greece, Athens remained an important city. It is still thriving today.

more than a prince, that he had the gods in his hands. Surely such a man has not forgotten Athens."

Daedalus shook his head. "I thought Athens had forgotten me."

"Athens remembers and Athens needs your help, O prince," said Theseus.

"Help? What help can I give Athens, when I am so far from home?"

1

"Then you do not know . . .," Theseus began.

"Know what?"

"That every seven years Athens must send a tribute¹⁵ of boys and girls to King Minos. He puts them into the labyrinth you devised and the monster Minotaur devours them there."

Horried, Daedalus thought of the bright-eyed boys and girls he had known in Athens. He thought of his own dark-eyed son asleep in his cot. He remembered his nephew, Talos, whose eyes had been closed by death. "How can I help?"

"Only you know the way through the maze," said Theseus. "Show me the way that I may slay the monster."

"I will show you," said Daedalus thoughtfully, "but Princes Ariadne must go as well. The Minotaur is her half-brother. He will not hurt her. She will be able to lead you to him, right into the heart of the maze."

2

The gods listened to the plan and nodded gravely.

Daedalus drew them a map and gave Princess Ariadne a thread to tie at her waist, that she might unwind it as they went and so find the way back out of the twisting corridors.

Hand in hand, Theseus and Ariadne left and Daedalus went into his son's room. He looked down at the sleeping boy.

"I am a prince of Athens," he whispered. "I did what must be done."

If Icarus heard his father's voice, he did not stir. He was dreaming still as Ariadne and Theseus threaded their way to the very center of the maze. And before he awakened,

¹⁵ **Tribute** is a payment from one nation to another to ensure peace or protection. Here, it also refers to payment given under force.

Make Predictions About Plot Do you think Daedalus will help the stranger? What clues help you make the prediction?

Foreshadowing What details hint that something bad will happen?

366 UNIT 3 What Makes You Who You Are?



Writing Practice



Write a Scene Explain that an author's choice of point of view makes a big difference to the story. Ask students to explain what, according to the story, Daedalus's wife thinks of his actions. When they can't answer, point out that it is because the author has chosen not to tell the story as the wife sees it. Yolen concentrates on revealing Daedalus's thoughts and actions.

Have students write a paragraph from Daedalus's wife's point of view. How would she have viewed events? In their paragraphs, have students answer these questions: How does she feel when Icarus is jailed with Daedalus? What would she say if she had known what Daedalus planned to do?

they had killed the Minotaur and fled from Crete, taking the boys and girls of Athens with them. They took all hope of Daedalus' safety as well.

Then the gods looked thoughtful and they did not smile.

When King Minos heard that the Minotaur had been slain and Ariadne taken, he guessed that Daedalus had betrayed him, for no one else knew the secret of the maze. He ordered Daedalus thrown into a high prison tower.

"Thus do kings reward traitors!" cried Minos. Then he added, "See that you care for your own son better than you cared for my wife's unfortunate child." He threw Icarus into the tower, too, and slammed the great iron gate shut with his own hand.

The tiny tower room, with its single window overlooking the sea, was Daedalus' home now. Gone was Athens where he had been a prince, gone was Crete where he had been a rich man. All he had left was one small room, with a wooden bench and straw pallets¹⁶ on the floor.

Day after day young Icarus stood on the bench and watched through the window as the seabirds dipped and soared over the waves.

"Father!" Icarus called each day. "Come and watch the birds."

But Daedalus would not. Day after day, he leaned against the wall or lay on a pallet bemoaning¹⁷ his fate and cursing the gods who had done this thing to him.

The gods heard his curses and they grew angry.

One bright day Icarus took his father by the hand, leading him to the window.

"Look, Father," he said, pointing to the birds. "See how beautiful their wings are. See how easily they fly."

Just to please the boy, Daedalus looked. Then he clapped his hands to his eyes. "What a fool I have been," he whispered. "What a fool. Minos may have forbidden me sea and land, but he has left me the air. Oh, my son, though the king is ever so great and powerful, he does not

3

Foreshadowing How do the king's words build suspense? What do they suggest will happen?

4

Make Predictions About Plot What do you think Daedalus has in mind?

¹⁶ **Pallets** are small, thin straw mattresses.

¹⁷ **Bemoaning** means "grieving over" or "lamenting."

UNIT THREE

Teach

Literary Element

3

Foreshadowing The words hint that something bad might happen to Icarus.

ENGLISH LEARNERS English Learners may have trouble reconciling Minos's actions with his words, since "reward" and "cared for" normally have positive connotations. Have them describe how Minos "rewards" Daedalus and how Daedalus "cared for" the Minotaur.

Reading Strategy

4

Make Predictions About Plot

Ask: What do you think is going to happen next? Before they predict the next event, tell students that the best predictions are based on evidence from the text. Then have students write one prediction, along with their reason for making it, before reading the next page.

Wings 367

Approaching Level

DIFFERENTIATED INSTRUCTION

Emerging To help students understand the series of events leading up to Daedalus's imprisonment, have them scan the text for words and phrases that give clues to when events took place. (*These include* many days and nights, he traveled a year and a day, for

many years, one night, before he awakened, and when.) **Ask: How long did Daedalus live on Crete before Theseus comes to him? (many years) How long did it take Theseus to find and kill the Minotaur? (not long; he did it before the night was over)**

English Learners

DIFFERENTIATED INSTRUCTION

SMALL GROUP **Intermediate** Have students form groups of four. For each group, write "Minos," "Theseus," Daedalus," and "Princess Ariadne" on slips of paper, then have each student choose one slip. Group members should reread the story up until this point, noting any information about their character. Then they should orally describe the character to the group.

UNIT THREE

Teach

Reading Strategy

1

Make Predictions About Plot

Daedalus will plan an escape through the air.

Language History

Ikaros According to the myth, Icarus fell into the sea. Some versions of the story add that Daedalus buried him on a small island. The modern Greek Island Ikaros may be this island, and the body of water off its coast—which Icarus is said to have fallen into—is named the Ikarian Sea. Students may want to find these locations on a map.

rule the sky. It is the gods' own road and I am a favorite of the gods. To think a child has shown me the way!"

Every day after that, Daedalus and Icarus coaxed the birds to their window with bread crumbs saved from their **meager** meals. And every day gulls, gannets, and petrels, cormorants and pelicans, shearwaters and grebes,¹⁸ came to the sill. Daedalus stroked the feeding birds with his clever hands and harvested handfuls of feathers. And Icarus, as if playing a game, grouped the feathers on the floor in order of size, just as his father instructed.

But it was no game. Soon the small piles of feathers became big piles, the big piles, great heaps. Then clever Daedalus, using a needle he had shaped from a bit of bone left over from dinner and thread pulled out of his own shirt, sewed together small feathers, overlapping them with the larger, gently curving them in great arcs. He fastened the ends with molded candle wax and made straps with the leather from their sandals.

At last Icarus understood. "Wings, Father!" he cried, clapping his hands together in delight. "Wings!"

Daedalus or the Engineer. Andrea Pisano. Marble relief from the campanile. Museo dell'Opera del Duomo, Florence.



¹⁸ Gulls, gannets, and petrels, cormorants and pelicans, shearwaters and grebes are water birds.

Vocabulary

meager (mē'gər) *adj.* scarcely enough; insufficient

368 UNIT 3 What Makes You Who You Are?

Make Predictions About Plot What do you predict Daedalus is going to do?

Reading Practice

SPIRAL
REVIEW



Make Inferences About Character

Remind students that writers don't always directly state what they want you to know about a character. Sometimes they only tell you what a character does, and you have to make inferences about what kind of person that character is. Point out that Daedalus goes

to look at his sleeping son after giving Theseus the means to kill the Minotaur. **Ask:** What do you think the author wants us to understand about Daedalus? (He has just betrayed the Minotaur as well as the king and queen, but he is motivated by his desire to protect the lives of Athenian children.) **Ask:** What event in

Daedalus's past helps us understand why he feels so protective toward the children? (He was responsible for the death of his nephew.)

At that the gods laughed, and it was thunder over water.

They made four wings in all, a pair for each of them. Icarus had the smaller pair, for he was still a boy. They practiced for days in the tower, slipping their arms through the straps, raising and lowering the wings, until their arms had grown strong and used to the weight. They hid the wings beneath their pallets whenever the guards came by.

At last they were ready. Daedalus kneeled before his son. "Your arms are strong now, Icarus," he said, "but do not forget my warning."

The boy nodded solemnly, his dark eyes wide. "I must not fly too low or the water will soak the feathers. I must not fly too high or the sun will melt the wax."

"Remember," his father said. "Remember."

The gods trembled, causing birds to fall through the bright air.

Daedalus climbed onto the sill. The wings made him clumsy but he did not fall. He helped Icarus up.

First the child, then the man, leaped out into the air. They pumped once and then twice with their arms. The wind caught the feathers of the wings and pushed them upward into the Cretan sky.

Wingtip to wingtip they flew, writing the lines of their escape on the air. Some watchers below took them for eagles. Most took them for gods.

As they flew, Daedalus concentrated on long, steady strokes. He remembered earlier days, when the elements had been his friends: fire and water and air. Now, it seemed, they were his friends once more.

But young Icarus had no such memories to steady his wings. He beat them with abandon,¹⁹ glorying in his freedom. He slipped away from his father's careful pattern along a wild stream of wind.

"Icarus, my son—remember!" Daedalus cried out.

But Icarus spiraled²⁰ higher and higher and higher still. He did not hear his father's voice. He heard only the music of the wind; he heard only the sighing of the gods.

¹⁹ **With abandon** means "with complete surrender to one's impulses; free from constraint."

²⁰ **Spiraled** means "moved along a winding or spiral-shaped course."

2 **Foreshadowing** What might Daedalus's warning foreshadow?

3 **Make Predictions About Plot** What do you predict will happen next?

UNIT THREE

Teach

Literary Element

2

Foreshadowing It suggests the gods are probably going to punish him soon. They seem to be laughing at something Daedalus does not know.

APPROACHING If students have difficulty deciding if the laughter is good or bad, have them review the last two or three italicized lines. Point out that when the gods have "noddod gravely," then "looked thoughtful," then "grew angry," their laughter may not be positive.

Reading Strategy

3

Make Predictions About Plot

Something bad will happen to Icarus.

ADVANCED **Ask:** Based on what you know about Icarus so far, do you think he is more likely to fly too high or too low? Why do you think so? (Students may suggest that Icarus will fly too high, because he is enthusiastic and has spent many hours mesmerized by birds flying in the sky.)

Wings 369

Advanced Learners

DIFFERENTIATED INSTRUCTION

The Gods Have students discuss the sentence "The gods trembled, causing birds to fall through the bright air." **Ask:** Why do the gods tremble? (They may know what is going to happen.) **What does the author imply by the statement that the**

trembling causes birds to fall from the air? (She implies that the gods cause birds, and perhaps Icarus, to fall.) Ask students to evaluate whether the gods react to or cause the events of the story, or somehow do both.

English Learners

DIFFERENTIATED INSTRUCTION

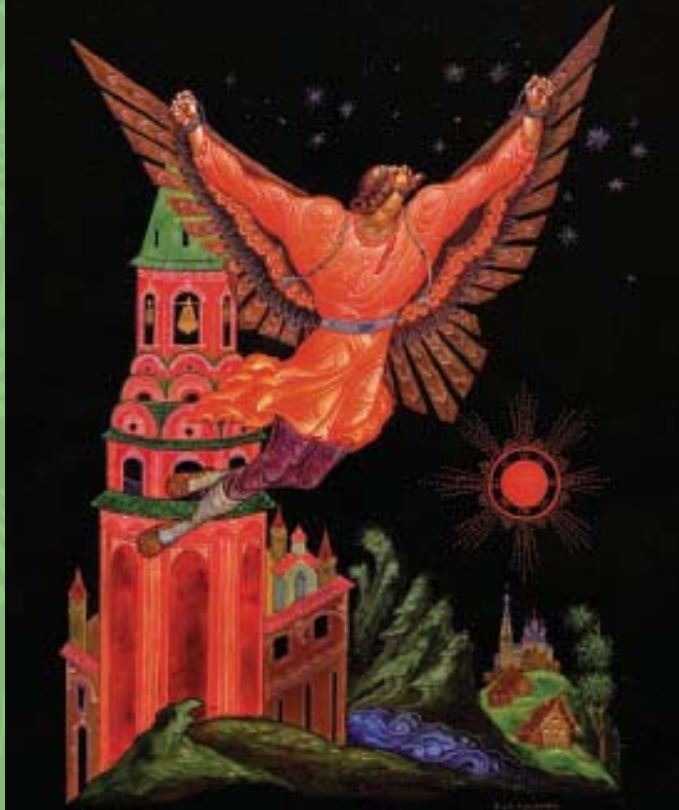
Intermediate Twice in this story the author calls the sky a "road": once, when Daedalus first comes to Crete, and later, when he gets the idea of making wings from watching the birds fly. This may be confusing, since a road is usually on land. Ask English learners to explain in their own words what "the road of the sky" means.

UNIT THREE

Teach

View the Art

Tell students that the story of Icarus's fall has been a popular subject for artists. Have them look at *The Fall of Icarus*. **Ask:** How does this painting make you feel about Icarus's flight? (Students may say that the flaming wings emphasize how painful a death Icarus suffers.)



The Flight of Icarus, 1981.
Boris and Kaleria Kukuliev.
Color lithograph. Private
Collection, Archives Charmet.

He passed the birds. He passed the clouds. He passed into the **realm** of the sun. Too late he felt the wax run down his arms; too late he smelled the *singe*²¹ of feathers. Surprised, he hung solid in the air. Then, like a star in nova,²² he tumbled from the sky, down, down, down into the waiting sea.

And the gods wept bitterly for the child.

"Where are you, my son?" Daedalus called. He circled the water, looking desperately for some sign. All he saw were

²¹ A *singe* is a light burn or scorch.

²² *Nova* is a stage of a star's life in which the star rapidly increases in brightness and then fades.

Vocabulary

realm (reɪlm) *n.* kingdom

370 UNIT 3 What Makes You Who You Are?

Reading Practice

Imagery Explain that imagery—especially repeated images—plays an important role in this story. Point out that the text says "But Icarus spiraled higher and higher and higher still." Later, Daedalus solves a puzzle in which he passes a silken thread through the spiral of a seashell. **Ask:** What other images in the

story are similar to the image of a spiral? (the maze of the Minotaur; the spinning feathers on the water; the labyrinth of Daedalus's heart) Then ask students to think about the way Daedalus advises Princess Ariadne to tie a thread around her waist as she goes through the Minotaur's maze.

Ask: Why might the author keep returning to this image? (Possible answers: to suggest that there are problems in life that even Daedalus cannot solve; to imply that he does not yet understand his own heart)

Teach

BQ BIG Question

Students may suggest that, in this story, the gods get in the way of Daedalus's desire to use his talent for gain because he is proud.

Reading Strategy 1

Make Predictions About Plot

Students may say that Daedalus is now too wise to fall for Minos's trap. Others may predict that his solution will somehow resemble the solution he gave Theseus and Ariadne.

To check students' understanding of the selection, see Unit 3 Teaching Resources, pp. 119–120.

BQ BIG Question

The gods get in the way of a character's goals or dreams when he is selfish and proud.

seven feathers afloat on the sea, spinning into different patterns with each passing wave.

Weeping, he flew away over the dark sea to the isle of Sicily. There he built a temple to the god Apollo,²³ for Apollo stood for life and light and never grew old but remained a beautiful boy forever. On the temple walls Daedalus hung up his beautiful wings as an offering to the bitter wisdom of the gods.

So Daedalus' story ended—and yet it did not. For in Sicily he was received kindly by King Cocalus,²⁴ who was well pleased with his skills.

Meanwhile, back in Crete, enraged at his prisoners' escape, King Minos was determined to find and punish them. He proclaimed a great reward for anyone skilled enough to pass a silken thread through the closed spiral of a seashell. He knew that if Daedalus was alive, he could not resist the lure of such a game.

Daedalus was sure he could easily solve the puzzle. He bored a small hole in one end of a shell, moistened it with a bit of honey, then closed up the hole. Fastening a thread to an ant, he put the insect into the shell. The ant scurried through the twisting labyrinth toward the sweet smell, running as easily as Princess Ariadne had run through the maze with the thread unwinding at her waist. When the ant emerged from the other end, it had pulled the silken thread through the spirals of the shell.

Though he used a false name to claim the prize, Daedalus did not fool King Minos. Minos knew the winner was his old enemy. So, with a mighty army, Minos sailed to Sicily to bring Daedalus back.

But King Cocalus would not give up Daedalus to the foreign invaders, and a great battle was fought. With Daedalus' help, King Cocalus was victorious and King Minos was killed. Minos was clever but he was not kind. He had a heart scabbed over with old remembered wounds.

The gods always punish such a man.

23 Apollo (ə pol' ō)
24 Cocalus (kō' kə ləs)

Vocabulary
enraged (en rājd') adj. greatly angered

BQ BIG Question

How has this experience changed Daedalus?

1 Make Predictions About Plot

Do you predict that Daedalus will take the challenge? Why or why not?

BQ BIG Question

In this story, when do the gods get in the way of a character's goals or dreams?

Approaching Level

DIFFERENTIATED INSTRUCTION

Emerging Explain that one of the themes of this story is that actions have consequences. That is, a person's actions have effects. Remind students that an effect is the result or outcome of an event, known as a cause. Point out that in the beginning of the story, Daedalus

causes the death of his nephew—the death is a consequence of his carelessness. In fact, the author tells us that Daedalus acted “without thought for the consequences” of his actions. To help students see how this theme is present throughout the story, have

them reread the section, looking for cause-and-effect pairs. Students may want to use a two-column chart with headings “cause” and “effect” to help them organize their ideas.

After You Read

Assess

For additional assessment, see Assessment Resources, pp. 95–96.

Respond and Think Critically

Possible answers:

1. He tells Theseus and Ariadne how to kill the Minotaur. When they do, Minos imprisons Daedalus and his son.
2. He is exiled for causing the death of Prince Talos. He later helps the Athenians by saving the lives of Athenian boys and girls.
3. Even though he has acted honorably, Daedalus will suffer at the hands of King Minos.
4. His heart is like a labyrinth because to him it is complicated. He does understand it, but only after suffering great loss.
5. The characters learned not to be so proud.
6. Daedalus's talents as an artist and inventor win him praise. But the gods keep reminding him of his flaws by punishing him.

Vocabulary Practice

1. someone who disagrees with their government
2. plan them
3. king
4. barely enough
5. anger

Academic Vocabulary

Students should note that in the second sentence *parallel* means "alongside or in the same direction."

After You Read

Respond and Think Critically

1. What does Daedalus do that makes King Minos angry? How does King Minos respond? [Recall]
2. How does Daedalus's relationship with the Athenians change over the course of the story? [Summarize]
3. After Ariadne and Theseus kill the Minotaur, "the gods looked thoughtful and they did not smile." What does this mean? [Infer]
4. How is Daedalus's heart like a labyrinth? Does he ever come to understand it? Explain. [Interpret]
5. Do you think the story of Daedalus teaches an important lesson? Explain. [Evaluate]
6. **BQ** **BIG Question** Which of Daedalus's personality traits help him realize his dreams and goals? Which traits prevent him from obtaining them? [Conclude]

Vocabulary Practice

Respond to these questions.

1. Who is more likely to be an **exile**—someone who disagrees with the government or someone who supports the government?
2. If you **devised** clever party games, did you plan them or sell them?
3. Would a **realm** be ruled by a referee or by a king?
4. If you have a **meager** allowance, is it barely enough or more than you need?
5. If you are **enraged** about something, do you feel joy or anger?

Academic Vocabulary

In "Wings," the reactions of the gods are **parallel** to events in the plot. In the preceding sentence, *parallel* means "similar" or "corresponding in development." *Parallel* also has other meanings. For example: The bicycle path runs **parallel** to the street. What do you think *parallel* means in the preceding sentence? What is the difference between the two meanings?

TIP

Interpreting

Here are some tips to help you answer question 4. To interpret, look at the details of the story and think about their greater meaning.

- Look at repeated images, words, or details that seem significant.
- Think about what the images and details might represent.

FOLDABLES Study Organizer

Keep track of your ideas about the **BIG Question** in your unit Foldable.

Literature Online

Selection Resources

For Selection Quizzes, eFlashcards, and Reading-Writing Connection activities, go to glencoe.com and enter QuickPass code GL19756u3.

372 UNIT 3 What Makes You Who You Are?

Progress Check

Can students comprehend vocabulary?

If...fewer than 2 answers are correct

Then... Glencoe Interactive Vocabulary CD-ROM.

Literary Element Foreshadowing

1. How do the gods' reactions foreshadow what will happen to Daedalus?
2. What details foreshadow Icarus's fate?

Review: Characterization

As you learned on page 114, **characterization** is the way a writer develops the personality of a character. One way a writer reveals character is through the character's words, thoughts, and actions.

Test Skills Practice

3. Which words best describe Daedalus?
 - A. angry and vengeful
 - B. sorrowful and slow
 - C. inventive but proud
 - D. clever but jealous

Reading Strategy

Make Predictions About Plot

4. Review your chart of predictions. How did making predictions lead to a greater understanding of the story?
5. What clues might help the reader predict the outcome of the story?

Grammar Link

End Punctuation Different types of sentences have different purposes. The end punctuation must match the purpose of the sentence.

A **declarative** sentence makes a statement. It always ends with a period.

She saw the bus go by.

An **interrogative** sentence asks a question. It always ends with a question mark.

Are you ready to go?

An **exclamatory** sentence expresses a strong feeling. It ends with an exclamation point.

I can't believe it!

An **imperative** sentence gives a command. It may end with a period or, if the command is forceful, an exclamation point.

Please hand me a glass. Don't drop it!

Practice

Look for different types of sentences in "Wings." Then add correct end punctuation to each of the following sentences and identify its purpose.

1. That makes me furious
2. We went to visit friends
3. Can you design a labyrinth
4. Daedalus is very clever
5. Close the window

Speaking and Listening

Literature Groups With a small group, discuss the role of the gods in the myth of Daedalus. Why do you think they do not intervene to save Icarus? Why do they punish someone who is "clever but not always kind"? Support your ideas with details from the story. Listen to other group members to help clarify and elaborate.

Wings 373

After You Read

Assess

Literary Element

1. The moods of the gods parallel what happens to Daedalus.
2. The death of the child Talos and the death of King Minos's child, both at the hands of Daedalus, foreshadow Icarus's fate.
3. C. His inventions show his cleverness. The fact that he basks in the praise of others reveals his pride.

Reading Strategy

4. Students may say that making predictions helped them think through parts of the story or that the chart helped them recognize more details that could be meaningful to understanding.
5. The fact that the wings are constructed with candle wax and that Icarus is warned not to fly too close to the sun are clues to the outcome of the story.

Grammar Link

1. That makes me furious! *or* That makes me furious. (*Exclamatory or declarative*)
2. We went to visit friends. (*declarative*)
3. Can you design a labyrinth? (*interrogative*)
4. Daedalus is very clever. (*declarative*)
5. Close the window. (*imperative*)

Speaking and Listening

Literature Groups Students may say that the gods are outside the action but are somehow working behind the scenes. They often foreshadow events. They may not intervene because fate must take its course. They punish character flaws such as pride because they don't want mortals to believe they are godlike. All answers should be supported with story details.

Focus

Summary

A lasting hallmark of Minoan civilization is artwork, plaster wall paintings known today as frescoes. Minoan art discovered by 20th century archeologists in unearthed palaces suggests that a thriving culture existed on Crete at the time of “Wings.” Many paintings feature patterns, wild animals, and people in ceremonial colors. The presence of bulls in many frescoes indicates the religious and mythological significance of the animal.

 For summaries in languages other than English, see Unit 3 Teaching Resources, pp. 121–126.

Reading Skill 1

Synthesis Considering “Wings,” why do you think historians named Minoan civilization after King Minos? (*Historians can’t translate the Minoan language so King Minos symbolizes the civilization best*).

Readability Scores

Dale-Chall: 10.5
DRP: 56
Lexile: 1000

Research Practice

Synthesis Pair students and assign them to research Minoan civilization. Write the following questions on the board:

- What was daily life like in Minoan civilization?
- What did archeologists learn from the Minoan ruins?

KING MINOS AND ART ON THE PALACE WALLS

Learning Objectives

For pages 374–376

In studying this text, you will focus on the following objective:

Reading: Analyzing informational text.

Set a Purpose for Reading

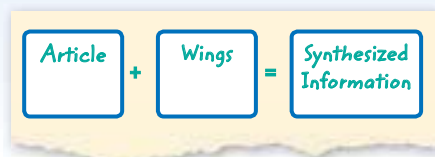
Read this informational article about ancient Crete, which is the setting for a part of the myth told in “Wings.”

Build Background

Although King Minos is a mythical character, Crete’s Minoan civilization really existed and prospered. It was an influential civilization with extensive trade routes. Because the Minoans spoke a language we don’t understand, everything we know about their culture is learned from archaeologists who study Crete’s ruins, its art, and its tool artifacts.

Reading Skill Synthesize

To **synthesize**, combine information from this article and “Wings” to evaluate related topics. Take notes in an organizer like the one below.



1 Crete, an island in the Mediterranean and Aegean seas, was home to a thriving culture from around 3000 B.C. to 1200 B.C. This culture is called the Minoan civilization, after the legendary King Minos. After about 1400 B.C., it steadily declined. Fires—perhaps set by plundering invaders¹—left many Minoan settlements in ruins. These lay buried and all but forgotten until the 1900s, when scholars began unearthing palaces decorated with delicate, lively frescoes—paintings made on plaster walls.

¹ **Plundering invaders** are foreigners who attack a place and take or destroy things that are valuable there.

- Who is King Minos? Why is he an important mythological character?
 - Why are bulls so important to Minoan civilization?
 - What caused Minoan civilization to decline?
- Have students organize their information into a written report. Then, divide students into

small groups. Have group members share their information with each other and discuss how it connects to “Wings.”

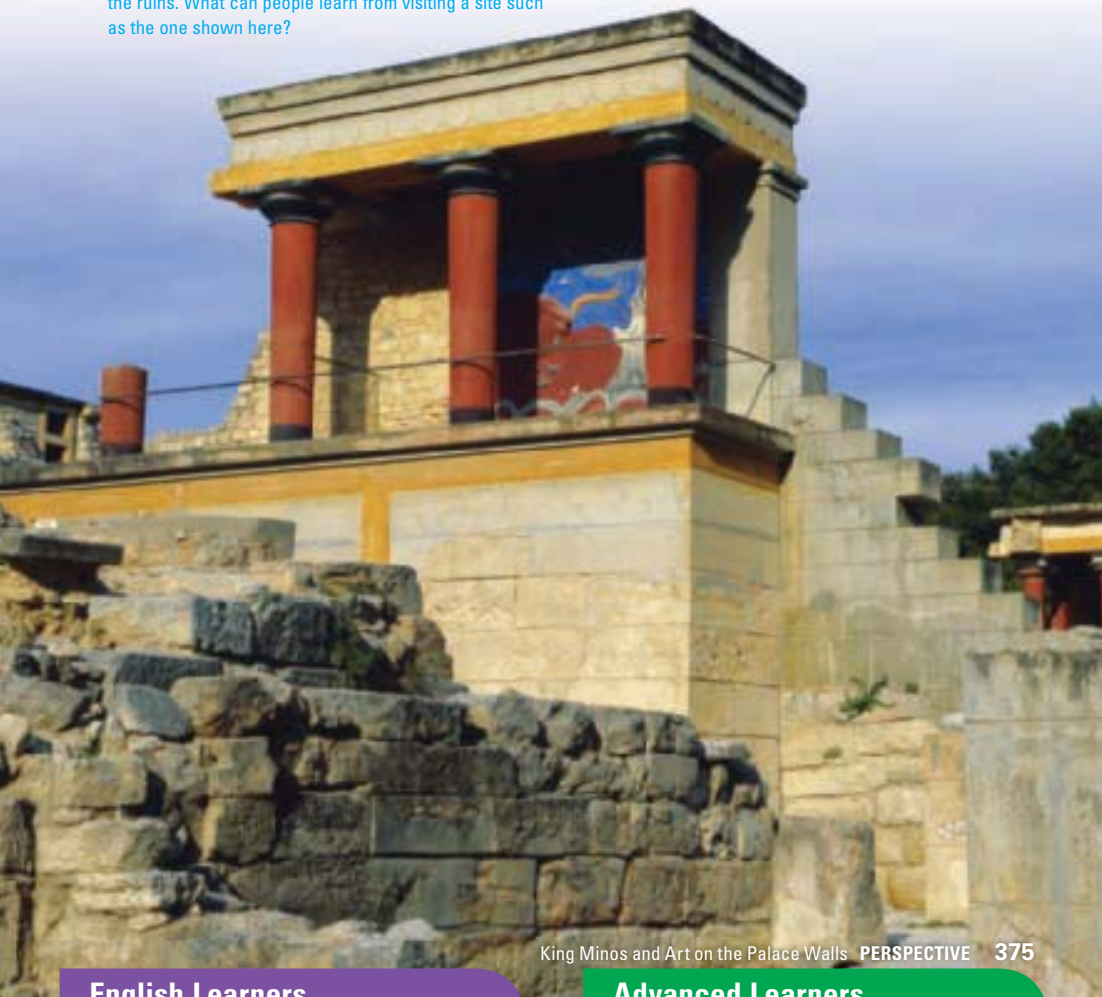
Many Minoan frescoes show scenes of animals or plants framed by geometrical patterns.² Some are filled with leaping fish, octopuses, and other

² Something that is framed by **geometrical patterns** is surrounded by circles, triangles, squares, rectangles, or other pure shapes. These shapes form a border around the picture.

View the Photograph The Palace at Knossos, also known as the Palace of Minos, was excavated in the early 1900s. Much of the palace has been rebuilt from the ruins. What can people learn from visiting a site such as the one shown here?

sea life. On others, a lion walks regally³ and monkeys chase each other through reeds. Paintings of human figures commonly show them from the

³ **Regally** means “in the manner of a king or queen.” A lion that walks **regally** moves in a dignified way. The lion may be shown walking slowly with its head up, as if wearing a crown.



King Minos and Art on the Palace Walls PERSPECTIVE 375

English Learners

DIFFERENTIATED INSTRUCTION



Intermediate Ask English Learners to explain what *fresco* means in Spanish (*fresh*). Say that *fresco* originated as an Italian adjective and has become a noun that means “a method of painting with pigments mixed with water on a plaster surface while it is still fresh, or wet.”

Advanced Learners

DIFFERENTIATED INSTRUCTION



Art and Mythology Ask students to speculate about the kinds of things art and mythology can reveal about a culture. For example, discuss what the presence of sea life in Minoan art tells us about Minoan society or what insight the story of Icarus and Daedalus provides us about the value and purpose of myths.

Historical Perspective



Teach

BQ BIG Question

Say: **Imagine that archeologists 3000 years in the future dig up a house representing your culture. What would they find? What art would represent you and your culture?**

Have students write a journal entry on this topic.

Cultural History

Frescoes Many scholars believe that frescoes originated in ancient Crete around 1500 B.C. and then spread to Europe, Egypt, and the Middle East through trade exchanges. In modern times, this style was used by Mexican artist Diego Rivera in the 1930s.

View the Art

Sites such as the Palace of Knossos can provide insight into history. Several important sites from Ancient Greece still exist, including the Acropolis and Delphi. During ancient times, these centers of civilization shaped history.



To check students' understanding of the selection, see Unit 3 Teaching Resources, pp. 128–129.



Teach and Assess

View the Art

Tell students that this fresco from the Palace of Knossos shows fashionably-dressed women of the court having a conversation. **Ask:** **How does this picture illustrate the description in the article about how humans are painted in Minoan frescoes?** (They are shown from the side, and they are women, so they are white.)

Respond and Think Critically

Possible responses:

1. Crete is an island in the Mediterranean and Aegean seas. The ancient culture that thrived there was called the Minoan civilization. Archaeologists learn about the Minoan life by studying the remains of frescoes.
2. Frescoes are paintings made on plaster walls. The frescoes on the walls of ancient palaces in Crete show important animals, popular sports, and people's appearance and styles.
3. Students may suggest that fish and other sea life provided food.
4. They decorated the walls of the palaces with elaborate paintings.
5. Students may say that bulls were dangerous but interesting creatures to conquer in Greek myths and Minoan culture.
6. Students may say that language, religion, clothing, sports, art, music, and entertainment all help define who they are.



side—men in brown and women in white. Red was a popular background color.

A number of frescoes featured bulls, recalling the legend of the Minotaur. Bulls probably held religious meaning for the people of ancient Crete. One fresco shows the sport of bull-leaping.

In this sport, young acrobats vaulted⁴ over the backs of charging bulls.

⁴ **Acrobats** are people with great balance and flexibility, who can move, turn, and twist their bodies in unusual ways. When acrobats **vaulted** over the back of a charging bull, they put their hands down on the back of the bull and jumped over it. They may have done a handstand, twisted or turned in the air, or done another kind of fancy movement as they jumped.

Respond and Think Critically

1. Write a brief summary of the main ideas in this article. For help on writing a summary, see page 170. **[Summarize]**
2. What are frescoes? Why are they important in helping us learn about ancient Crete? **[Recall and Interpret]**
3. Based on the fresco art of ancient Crete, how might sea life have been important to the culture? Explain. **[Infer]**
4. **Text to Text** In the story "Wings," Daedalus makes many beautiful art objects while he lives in Crete. What evidence from this article

shows that the people of ancient Crete placed a high value on art? **[Connect]**

5. **Reading Skill Synthesize** In "Wings," there is a bloodthirsty monster called the Minotaur, which is half human and half bull. The article about ancient Crete reports that leaping over bulls was a sport there. Put these ideas together. How could you synthesize the information?
6. **BQ BIG Question** The culture of a people helps them define who they are. How does your culture help you define yourself?

376 UNIT 3 What Makes You Who You Are?



Writing Practice

Analyze Art Have students research a painted or photographed image and examine it for its cultural significance. Instruct them to find an image that strongly represents a culture—theirs or another—and bring it to class. Have students answer the following questions:

- What is the subject of the image?
- What features do you notice in the image?
- What culture does the image express?

- What does the image suggest about the culture?
- Why is the image important?

Have students write one or two paragraphs analyzing the image's cultural significance.

Before You Read

Daydreamers

Connect to the Poem

Recall a time when you found yourself daydreaming. Think about where you were, what else was happening, and how your daydream made you feel.

Quickwrite Freewrite for a few minutes about a daydream you remember well. What was it about? Why is it so memorable?

Build Background

The poem you will read is about daydreaming.

- By daydreaming, people sometimes find solutions to problems or get ideas about how to do something. Daydreams can also be a way of dealing with fears of the unknown. Some artists and writers are daydreamers who turn their visions into art.
- In the poem, daydreams *hopscotch* and *doubledutch*. These are games many children play. In hopscotch, players hop on squares drawn on the ground while trying to pick up an object, such as a pebble, that they have thrown into one of the squares. Double Dutch is a fast-paced jump-rope game in which two ropes are swung in opposite directions at the same time.

Set Purposes for Reading

BQ BIG Question

As you read “Daydreamers,” ask yourself, how does the poet connect daydreaming and becoming who you are?

Literary Element Personification

Personification is a figure of speech in which a writer gives human form or characteristics to an animal, an object, a force of nature, or an idea. Consider the sentence *The sun kissed my face*. The writer uses personification to describe how the sun’s rays feel. However, the description is not literally true.

Personification can help you more vividly see and feel the author’s point and establish a tone and a deeper meaning. It can also help you see something familiar in a different way. As you read, look for examples where the poet describes an idea or an object doing things only a human can do.

Learning Objectives

For pages 377–381

In studying this text, you will focus on the following objective:

Literary Study: Analyzing personification.

Meet Eloise Greenfield



Eloise Greenfield grew up in Washington, D.C., in a family with a strong sense of community. Her children’s books often show how strong, loving communities can help make people who they are.

Greenfield has written poetry, picture books, and biographies, including *Rosa Parks* and *For the Love of the Game: Michael Jordan and Me*.

Eloise Greenfield was born in 1929.



Literature Online

Author Search For more about Eloise Greenfield, go to glencoe.com and enter QuickPass code GL19756u3.

Before You Read

Focus

Bellringer Options

Selection Focus Transparency 9

Daily Language Practice Transparency 76

Or ask students whether daydreams are good or bad. Have them explain the reasons for their responses. *(Possible answers: People often tell you to stop daydreaming, as if it were a bad thing. It may be bad when you are supposed to be paying attention.)*

Summary

The poem “Daydreamers” celebrates the discoveries that occur when young people allow their minds to wander. The children in the poem are described as lost in thought, looking inward, and quiet and still.



For summaries in languages other than English, see Unit 3 Teaching Resources, pp. 130–135.

Literary Element

Personification Have students provide examples of this technique. *(The wind whispered softly. The evening smiled. Her heart sang.)*

Daydreamers 377

English Learners

DIFFERENTIATED INSTRUCTION



Vocabulary Preteaching Tell students that *daydreamers* is a compound word. **Say:** **A compound word is made up of two or more words. *Daydreamers* is made up of the words *day* and *dreamers* and means “people who have happy visions or thoughts while awake.”** Give students bookmark-sized slips of paper. Ask students to label them “Compound Words” and beneath the label to write *daydreamers* and a short

definition. Tell have them do the same for *hopscotch* and *doubledutch* from this page. **Say:** **Some words in compounds, such as *scotch* in *hopscotch*, are old words. *Scotch* here means “a line drawn in the ground.”** Students can continue with the poem’s other compounds (*rollerskate*, *without*, *crisscross*).

Approaching Level

DIFFERENTIATED INSTRUCTION



Have students demonstrate the following activities:

- hopscotch
- doubledutch
- gliding as if on skates
- walking as if dizzy

Ask: **When would someone do each of these activities?**

UNIT THREE

Teach

Literary Element

1

Personification The dreams are active and playful like children playing hopscotch and doubledutch.

For additional literary element practice, see Unit 3 Teaching Resources, p. 136.

Teaching Note

Read the Poem Aloud Model how the reader's voice can reflect the tone of a poem. As you read lines 2–3, 20–21, 24–25, and 29–30, model how to read run-on lines without a full stop at the end of a line. Discuss how the meaning of a poem should determine how it is read.

For an audio recording of this selection, use Listening Library Audio CD-ROM.

View the Art

Students may say that the lines *letting the world turn around them* or *while their dreams hopscotch, doubledutch, dance* would make a good caption for this painting. The woman seems to be floating, and colorful objects are swirling around her.

Daydreamers

Eloise Greenfield



Daydreamers . . .

holding their bodies still
for a time
letting the world turn around them

- 1 5 while their dreams hopscotch,
doubledutch, dance,
thoughts rollerskate,
crisscross,
bump into hopes and wishes.
- 10 Dreamers
thinking up new ways,
looking toward new days,

Lilith, 1996. Diane Griffiths. Watercolor and crayon.

View the Art Which lines from the poem would make a good caption for this painting? Explain why.

Personification What qualities of human behavior do the dreams take on?

378 UNIT 3 What Makes You Who You Are?

Reading Practice

SMALL GROUP Paraphrase If students are having difficulty understanding the poem, they might want to paraphrase, or restate it in their own words. Read aloud and then paraphrase the first four lines of "Daydreamers." **Say:** *Daydreamers sit very still, not moving a muscle, because they are thinking and*

dreaming very hard, while all around them a lot of busy activity is going on. Work through the rest of the poem with the class, calling on volunteers to paraphrase the poem stanza by stanza.

Divide students into small groups. Have students print their favorite line from the poem

in large letters on a sheet of paper. Have each student hold up the paper for the group to read. Group members should suggest reasons the line was chosen. Then have the student holding the paper give his or her reason for selecting this line.

Teach

Literary Element

2

Personification The world is moving and active. Events are always going on. People are busy working, talking, and doing things.

ADVANCED **Ask:** **How is this an example of personification?** (*The world cannot really feel dizzy as a person would.*) **What other examples of personification can you find? How are they examples of personification?** (*"Scenes passing . . . glide . . . promenade and return."* *The scenes or mental pictures cannot actually pass, glide, or promenade as people do.*)

BQ BIG Question

The poet suggests that daydreaming helps young people grow and mature into the person they are meant to be.

To check students' understanding of the selection, see Unit 3 Teaching Resources, pp. 138–139.

planning new tries,
asking new whys.
15 Before long,
hands will start to move again,
eyes turn outward,
bodies shift for action,
but for this moment they are still,

20 they are
the daydreamers,
letting the world dizzy itself
without them.

2

Scenes passing through their minds
25 make no sound
glide from hiding places
promenade° and return
silently

the children watch their memories
30 with spirit-eyes
seeing more than they saw before

feeling more
or maybe less
than they felt the time before
35 reaching with spirit-hands
to touch the dreams
drawn from their yesterdays
They will not be the same
after this growing time,
40 this dreaming.

In their stillness they have moved
forward

toward womanhood
toward manhood.

45 This dreaming has made them
new.

Personification Why does Greenfield describe the world as making itself dizzy?

BQ BIG Question

What is the poet saying about daydreaming and the role it plays in making people who they are?

27 To **promenade** is to walk in a slow, relaxed manner.

English Learners

DIFFERENTIATED INSTRUCTION

Intermediate Have students listen quietly as you read the words and phrases that describe the way dreams and thoughts interact. Ask them to try to visualize what is described.

Say: **Dreams hopscotch, doubledutch, dance, thoughts rollerskate, crisscross, bump into hopes and wishes.** Have students describe what they saw as they listened to the lines.

Help students understand the sentence "in their stillness they have moved forward." Tell students the words "moved forward" are used figuratively. **Ask:** **What context clues suggest what "moved forward" means here?** (*The phrases "growing time," "toward womanhood," and "toward manhood" suggest that moving forward means getting older or growing up.*)

After You Read

Assess



For additional assessment, see
Assessment Resources, pp. 97–98.

Respond and Think Critically

Possible answers:

1. As daydreamers dream, they sit still and stare into space.
2. The poem suggests that the daydreamers are moving toward adulthood, implying they are adolescents, perhaps between the ages of 11 and 15 years.
3. When people daydream, they often have inspiring thoughts that might never occur if they were busy.
4. Daydreaming is “a growing time.” It helps us “move forward,” mature, and makes us “new.”
5. There is a time to daydream and a time to implement one’s ideas. If we spent too much time daydreaming, we would not be able to make our dreams come true in the real world.
6. Greenfield might say that our dreams, hopes, wishes, ideas, questions, and memories influence us, cause us to grow, and help give us our identity.

Progress Check

Can students comprehend
vocabulary?

If...fewer than 2 answers are correct

Then...  Glencoe Interactive
Vocabulary CD-ROM.

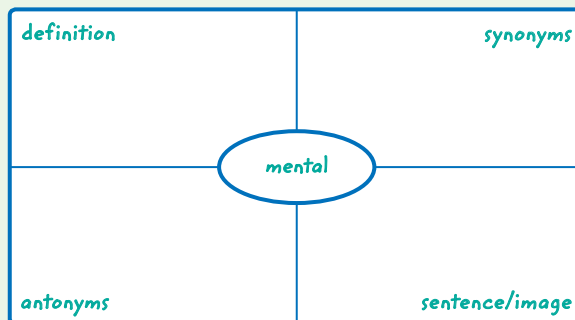
After You Read

Respond and Think Critically

1. What are the daydreamers doing while dreams go through their minds? **[Recall]**
2. How old do you think the daydreamers in the poem are? Use details from the poem to support your answer. **[Infer]**
3. How can daydreaming help people move forward? **[Interpret]**
4. Why is daydreaming important? Find reasons in the poem to support your answer. **[Analyze]**
5. If daydreaming is a good thing, as Greenfield implies, why do people sometimes discourage others from daydreaming too much? **[Evaluate]**
6. **BQ** **BIG Question** How do you think Eloise Greenfield would answer the question, “What makes people who they are?” Give evidence from the poem to support your answer. **[Conclude]**

Academic Vocabulary

Daydreamers, like the young people in the poem, are not usually physically active as they daydream. However, a lot of activity is going on in their minds. Such activity is called **mental** activity. To become more familiar with the word *mental*, fill out a graphic organizer like the one below.



TIP

Analyzing

When you analyze, you look at separate parts of something to understand the whole piece. To answer question 4, follow these tips:

- Ask yourself, in what ways can daydreams be helpful?
- Skim the poem to look for words that show positive effects of daydreaming.
- Look for words near the end of the poem that sum up the poet’s attitude toward daydreamers.



FOLDABLES
Study Organizer Keep track of
your ideas about
the **BIG Question** in your
unit Foldable.



Literature Online

Selection Resources

For Selection Quizzes,
eFlashcards, and Reading-
Writing Connection activities,
go to glencoe.com and enter
QuickPass code GL19756u3.

380 UNIT 3 What Makes You Who You Are?



Writing Practice

Write About Your Dreams Say: **Sometimes your dreams can surprise you.** Give students 2 or 3 minutes to daydream. Then, have them write for five minutes without stopping about any thoughts they may have had. Ask students to examine what they wrote and to try to relate their free-association words with concrete issues in their lives.

Literary Element Personification

1. Why is the image of daydreams promenading an example of personification?
2. What meaning does the image of the daydreamers letting the world dizzy itself (lines 21–22) convey?
3. Which example of personification in this poem did you enjoy the most? Explain why you enjoyed it.

Review: Line and Stanza

As you learned on page 306, a **stanza** is a group of lines forming a unit of a poem. The stanzas are the paragraphs of a poem. “Daydreamers” is divided into many stanzas. A line of space separates each stanza.

Use a chart like the one below to help you analyze the stanzas of the poem.

Number of lines in the poem	46
Number of stanzas	
Number of lines per stanza	
Number of complete sentences	

4. How many stanzas does this poem have? Does each stanza have the same number of lines? Are the lines in each stanza similar in length, or does the line length vary? Is each stanza a complete sentence?
5. Some of the lines in the poem have only one word. Why do you think the poet put only one word on lines 1 and 10?

Grammar Link

Subjects and Predicates Every sentence is made up of two parts: a subject and a predicate. The **subject** is the part that is doing or being something. The **predicate** is the part that tells what the subject is doing or being.

The **complete subject** contains all the words in the subject. The **complete predicate** contains all the words in the predicate. For example:

The process of daydreaming (**complete subject**) has helped writers create great works (**complete predicate**).

The **simple subject** is *only* the noun or pronoun that answers the question “who or what?” about the verb. The **simple predicate** is *only* the verb or verbs in the predicate.

In the following sentence, the simple subject is underlined once. The simple predicate is underlined twice.

Many people enjoy daydreaming.

Practice Reread the last nine lines of “Daydreamers.” On a separate sheet of paper, write the three sentences that form these lines. For each sentence, underline the simple subject once and the simple predicate twice.

Write with Style

Apply Figurative Language Think about the daydreams and thoughts that help define you. Write these in a list. Choose two or three dreams or thoughts and picture them behaving the way a person does. Write a poem about one of the dreams or thoughts you selected. Include two or more examples of personification in your poem. Use a dictionary or a thesaurus to help you make vivid and descriptive word choices.

After You Read

Literary Element

1. Daydreams are not people; they cannot walk.
2. The world can seem like an overly busy place, but daydreaming can help people escape from a busy world and feel peaceful.
3. Some students may most enjoy the images of daydreams playing, which highlights the creativity of young people’s minds. Accept other examples that are supported.
4. 11; No; The line length varies; No.
5. On lines 1 and 10, the single word emphasizes the poem’s subject.

Grammar Link

They will not be the same after this growing time, this dreaming. In their stillness they have moved forward toward womanhood toward manhood. This dreaming has made them new.

Write with Style

Apply Figurative Language Poems should include two or more examples of personification. Poems should describe a defining thought, memory, or dream.

 For grammar practice, see Unit 3 Teaching Resources, p. 137.

Daydreamers 381

English Learners

DIFFERENTIATED INSTRUCTION

Beginning If English learners have difficulty with the Write with Style assignment, have them write four-line poems about their dreams for the future. Students should call their poem “I Dream” and begin each line with “I dream that . . .” or “I dream of . . .” Tell students to focus on personal dreams or dreams for the entire world.

Advanced If students have difficulty identifying subjects and predicates, have them draw a chart with two columns and five rows. Have students label the first column **Complete Subject**, and the second **Complete Predicate**. Write these sentences on the board:
Dreams bump into hopes and wishes
Eyes turn inward.
They are the daydreamers.
The children watch their memories.

Have students fill in their charts, then highlight or underline the simple subject and simple predicate.

Vocabulary Workshop

Multiple-Meaning Words

Focus

Write on the board:

I found a pretty rock in the garden.
She will rock the baby to sleep.

Ask volunteers to explain what the word *rock* means in each sentence.

Teach

Teaching Note

Multiple-Meaning Words Write the following sentences on the board and ask a volunteer to read them aloud. Point out that the pronunciation of the word varies depending on its meaning.

I can hear the wind outside the windows.
You must wind that clock.

Assess

- 1. desire
- 2. a great deal of time
- 3. feeling

For additional vocabulary practice, use Glencoe Interactive Vocabulary CD-ROM.

Learning Objectives

For page 382

In this workshop, you will focus on the following objectives:

Vocabulary:

Understanding multiple-meaning words.

Understanding denotation and connotation.

Tip

Test-Taking Tip You might come across a word that you think you know but that doesn't make sense in the sentence you're reading. That's a clue that it may have another meaning.

Vocabulary Terms Multiple-meaning words are words that have more than one definition. The definitions often are closely related, but sometimes they are quite different from one another.

Literature Online

Vocabulary For more vocabulary practice, go to glencoe.com and enter QuickPass code GL19756u3.

Vocabulary Workshop

Multiple-Meaning Words

Connection to Literature

"The three main places I have lived . . . are each deeply precious to me. . . Gravity interests me—where we feel it, how we feel it."

—Naomi Shihab Nye

The word *gravity* is a **multiple-meaning word**—a word that has more than one definition. It can mean "the force that pulls things toward the center of Earth." It can also mean "seriousness or importance." For example, *She understood the gravity of the situation.* These dictionary definitions are called **denotations**. Words can also have **connotations**—implied meanings that suggest certain feelings. Nye uses *gravity* to mean "a strong emotional pull to a certain place."

Here are some other multiple-meaning words from "Interview with Naomi Shihab Nye."

Word	Meanings	Examples
long	a great deal of time	Great Britain has <i>long</i> , historical ties to India.
	of great length	I write at a <i>long</i> wooden table.
	to desire	Nye <i>longs</i> for home.
sense	a feeling	I have a <i>sense</i> of being invisible as a traveler.
	sight, hearing, smell, taste, or touch	Nye uses her <i>sense</i> of sight when traveling.

TRY IT: Using the chart above, write the correct meaning of the underlined word.

- 1. I long to taste tomatoes like the ones back home.
- 2. It didn't take Nye long to begin writing poetry.
- 3. Bill had the sense that he had forgotten something.

Vocabulary Practice

Connotation and Denotation To give students a clearer understanding of connotation, explain that it has to do with the feelings, associations, and meanings suggested by a word apart from its literal meaning, or denotation. For example, the words *slender* and *skinny* have similar dictionary definitions, but *slender* has the more positive connotation. *Slender* is associated with ideas of beauty and grace, whereas *skinny* is associated with being too thin.

Have students compare the following pairs of words and discuss with the class how the words' connotations differ. Ask students to describe the feelings or ideas that they associate with each word.

- | | |
|---------|-------|
| foolish | silly |
| simple | plain |
| slick | slimy |
| fat | plump |

(Foolish is more negative than silly. Simple is generally more positive than plain. Slick can mean "cool," while slimy usually means "gross." Fat is more negative than plump.)

Character Traits



Three Girls at Lunch. Hyacinth Manning. Acrylic on canvas.

BQ BIG Question What Makes You Who You Are?

In the painting *Three Girls at Lunch*, one young woman leans her head on her friend's shoulder. Another cups her head in her hand. What do these actions tell you about the girls' personalities? How do your friends reveal their character traits through behavior and actions?

English Learners

DIFFERENTIATED INSTRUCTION

Beginning Point out that people's facial expressions can sometimes offer clues about their character traits. Give students a list of character traits, such as the following: friendly, sad, angry, fearful. Have pairs of students find a picture in a magazine that represents each trait. Or, have them draw a picture to illustrate each trait. Help students label each image with the character trait it shows.

Advanced Write the following character traits on the board: angry, afraid, happy, sad, and silly. Have English learners look up each word in a dictionary. Then, have them use a thesaurus to find at least two synonyms for each word. Ask students to share their findings with the class.

Part 3: Character Traits

Ask: How do our character traits help make us who we are? (Students may say that our character traits affect our behavior and beliefs. If one of my character traits is optimism, I might be a hopeful, happy person who has lots of energy and ideas.)

View the Art

Have students notice the symmetry between the arrangement of the girls and the arrangement of the cups. Also have them notice the similarity in the clothing of the girls. **Say:** An artist often chooses the composition and the patterns in a work to set a tone. What tone do you think the symmetry and similarity convey? (Calm and balance, unity and affection)

For additional support for English Learners, see Unit 3 Teaching Resources, p. 141.

BQ BIG Question

Students may say that the girl who is leaning her head on her friend's shoulder has a warm, friendly personality. She may have many close relationships. The girl who is cupping her head in her hand may be more independent and self-reliant.

Focus

Summary

This article presents the basics of genetics, the study of heredity. It opens with a quiz about certain hereditary traits and then discusses some basic facts about genes and biology. A poem offers some more information about chromosomes and DNA. The article closes with a brief biography of Gregor Mendel, the father of genetics.

For summaries in languages other than English, see Unit 3 Teaching Resources, pp. 142–147.

Teach

Possible responses:

1. The title suggests that the article will contain information about genes, what they are, and what they do.
2. The text features help readers find information quickly and break the article up into manageable pieces.

For an audio recording of this selection, use Listening Library Audio CD-ROM.

Readability Scores

Dale-Chall: 8.9
DRP: 59
Lexile: 790

Learning Objectives

For pages 384–387

In studying this text, you will focus on the following objectives:

Reading:
Analyzing text structure.
Connecting to today.

Set a Purpose for Reading

Read to find out how genes shape who you are. As you read, think about the traits that make you unique.

Preview the Article

1. Based on the **title**, also called the headline, predict what you think the article is about.
2. Look at the article's **text features**, such as the heads, the quiz, the bulleted list, and the poem. How are these useful in a magazine article?

Reading Strategy

Connect to Today

Connecting an article to issues in today's world can help you understand what you read. As you read this article, recall news stories or movies you have seen about genetics.

Detail in Article	Where I've Heard of It
a chemical called DNA	movie about clones

The Gene SCENE

What makes you you?

By JORDAN BROWN

Genetics is the study of how special features, such as eye color, are passed on from one generation to another.

To find out more about special features, called traits, find a friend and grab some paper and a pencil. Ask each other these questions. Then write your answers on the paper.

1. Can you curl your tongue?

You: ☐ YES ☐ NO
Your Friend: ☐ YES ☐ NO

2. Can you wiggle your ears?

You: ☐ YES ☐ NO
Your Friend: ☐ YES ☐ NO

3. Can you raise just one of your eyebrows?

You: ☐ YES ☐ NO
Your Friend: ☐ YES ☐ NO

4. Do you have a "hitchhiker's thumb"?¹

You: ☐ YES ☐ NO
Your Friend: ☐ YES ☐ NO

¹ A **hitchhiker's thumb** is a rare trait in humans where the end joint of the thumb can be bent backward at an angle of at least 45 degrees.

384 UNIT 3 What Makes You Who You Are?

Writing Practice

Reflective Essay Explain to students that what they look like—the color of their eyes, the shape of their faces, their height, their straight or curly hair—is determined by their genetic makeup. Ask students to think about this question: Do your genes determine who you are?

Challenge students to write reflective essays in which they address the question "What makes me *me*?" Is it all about genetics, or are other factors at play? If so, what are these other factors? Have students share their essays and discuss their feelings.

Teach

Reading Strategy

1

Connect to Today Ask: In what ways can understanding genetics help our world? (Understanding genetics may lead to better health and improved medical treatments.) Then ask students if they think there are any dangers to unlocking the secrets of genetics.

BQ BIG Question

Say: How might this article add to your understanding of what makes you who you are? (Students should discuss how they feel heredity shapes their sense of self.)

**Congratulations!**

You just did a genetics investigation.

Traits are a person's special features. Some traits are more common than others. Many people can curl their tongues. But eyebrow raisers, ear-wigglers, and people with a hitchhiker's thumb are harder to find.

Traits, such as the ability to roll your tongue, are passed on through genes. You get your genes from your parents. Genes are inside every living cell. They are made of a chemical called DNA.² Genes are tiny, but they carry tons of information.

² **DNA** is a substance in the genes of cells that stores unique patterns of traits. It passes on all hereditary information from parent to child.

Here are some amazing things scientists have discovered so far:

- All living things have DNA. So you have something in common with zebras, trees, mushrooms, and even bacteria.
- There are about 30,000 genes in every cell of your body.
- Unless you are an identical twin, there is no one exactly like you. You are genetically unique.

Scientists are discovering many new secrets about life, such as what role genes play in determining what makes you you, whether people are healthy or sick, and how you grow. What they learn will greatly affect our future, from the medicine we take to the food we eat.

1

TIME 385

English Learners

DIFFERENTIATED INSTRUCTION



Intermediate Tell students that many Spanish-English cognates can help them in their reading. If they think they recognize a word, they might know it already. Cognates in this selection include

- genetics/*genética*
- investigation/*investigación*

- ability/*habilidad*
- gene/*gen*
- cell/*célula*
- information/*información*
- zebra/*cebra*
- bacteria/*bacterias*

- identical/*idéntico*
- unique/*único*
- special/*especial*

Teach

Teaching Note

Rhyme, Meter, and Rhythm Ask: **Do the stanzas in this poem have a set meter, or are they free verse?** (They have a set meter.) **What are some words that rhyme in the first stanza?** (learn, concern/ genes, beans)

Political History

Genetics This subject is at the heart of several major political issues. Some of the foods we eat have been genetically modified. The genes of some foods, such as soybeans and corn, are altered to make them resistant to insecticides (sprays used to kill insects). The genes of other foods are altered to make them resistant to viruses or to increase their nutritional value. This process is controversial. No one yet knows the effect it will have on the environment or on other organisms. The U.S. does not require food producers to label genetically modified foods. Ask: **Do you think these labels should be required? Why or why not?**

Listening, Speaking and Viewing Practice

Oral Presentation Have the class speak the poem so that all students have a sense of the poem's rhyme and rhythm. Then have students find ways to present the poem to the class. Some may wish to memorize it and recite it. Others may prefer to work in groups to set the

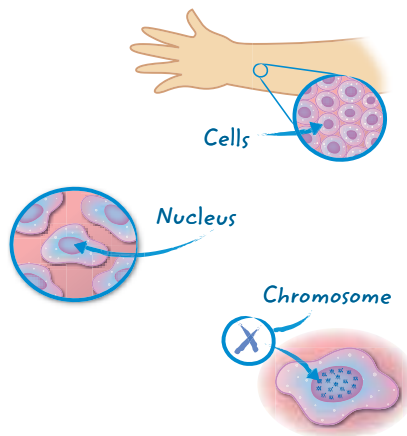
What Makes YOU YOU?

What Makes ME ME?

Genetics is fun!
So much to learn!
Oooh! But I have one concern.
I've searched and searched.
Where ARE my genes?
You've got to help me!
Spill the beans!

What makes you you?
What makes me me?
A lot is due to heredity.³
Your genes control
What makes you you,
From the color of your hair
To the size of your shoe.

Dogs and frogs are made of cells.
Bananas have them, too!
These teeny-tiny building blocks
Even make up YOU!



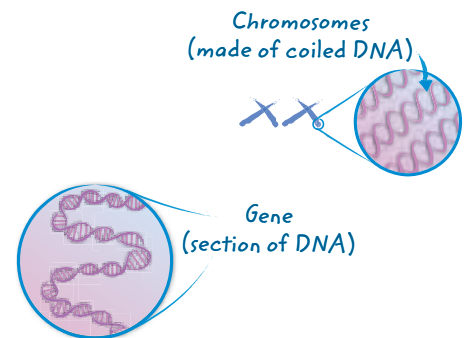
³ **Heredity** is the process by which an animal or a plant genetically passes characteristics to its offspring.

386 UNIT 3 What Makes You Who You Are?

This thing here's the nucleus.⁴
It's small, but even so:
It tells the cell just what to do,
It really runs the show.

Then, there are your chromosomes,⁵
They're 46 in all!
Half from mom, and half from dad,
They're really, really small.

Your chromosomes are shaped
like coils.
They always come in pairs.
They're made of stuff called DNA,
That's shaped like spiral stairs.



Genes are the sections of DNA,
Where many traits are placed.
Learning what each gene controls
Is the puzzle experts face.

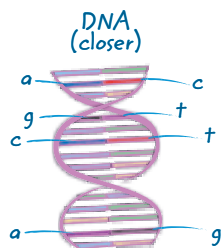
⁴ A cell's **nucleus** is a small, central part of the cell that contains most of the cell's genetic material. The nucleus is essential to growth, reproduction, metabolism, and other important activities.

⁵ **Chromosomes** are tiny structures in the nuclei of plant and animal cells, made up chiefly of proteins and DNA. Chromosomes carry the genetic material that determines sex, size, color, and many other characteristics.

poem to music—either a melody they know or one of their own composition. Still others may want to perform the dialogue as a two-person play. Help these students find the unlabeled divisions between speakers. (So much to learn! // Oooh! But I have one concern; What

makes me me? // A lot is due to heredity; And animal you see! // I GET IT NOW!)

DNA is made of four bases
We call them G, C, A, and T.
These bases are in every plant
And animal you see!



I GET IT NOW!
WHAT MAKES YOU YOU,
WHAT MAKES ME ME,
SHAPES EVERY LIVING THING
YOU SEE.
WE'RE ALL RELATED IN A WAY
BECAUSE WE ALL HAVE DNA!

Time & Life Pictures/Getty Images



Gregor Mendel, a scientist who lived in the 1800s, discovered the rules of genetics. By experimenting with pea plants, Mendel figured out how traits are passed from one generation to the next.

Thousands of different traits make you who you are. Some traits, such as eye color, are determined mostly or entirely by genes. These kind of traits are decided by nature.

Most traits, however, are due to a combination of nature (your genes) and nurture (everything in your life—where you live, the people you know, everything you experience). Scientists agree that both nature and nurture play important roles in making you who you are.

Respond and Think Critically

1. Use the heads to help you organize and write a brief summary of the article's main ideas. For help on writing a summary, see page 170. [\[Summarize\]](#)
2. **Text to Self** Which of the genetic traits that the article mentions can you observe in yourself or in people you know? [\[Connect\]](#)
3. Why might scientists' study of genes affect the food we eat? [\[Infer\]](#)
4. Think about some traits of people you know,

such as hair color, height, athletic ability, and sense of humor. Which traits do you think are genetic? Which are not genetic? [\[Compare\]](#)

5. **Reading Strategy Connect to Today** Police can sometimes use DNA evidence to prove that a person was at a crime scene. What information in the article tells you why DNA would be a good tool for proving this?
6. **BQ BIG Question** What aspects about you are probably hereditary? What other factors have shaped who you are? Explain.

The Gene Scene **TIME** 387

Approaching Level

DIFFERENTIATED INSTRUCTION



Emerging Ask: In the first paragraph, what example does the writer use to help you understand the concept of inherited traits? (*Eye color*) In the second paragraph, what context clue does the writer provide to clarify the word traits? (*Special features*)

APPROACHING Say: If you've never heard of "hitchhiker's thumb," and there don't seem to be any context clues about its meaning, how could you find out what it means? (*Possible answers: Ask someone. Look in a dictionary. Look at the footnote on the page.*)

TIME

Assess

Respond and Think Critically

Possible answers:

1. Students' summaries should note that genetics is the study of how traits are passed on; of how individuals receive a unique set of genes from their parents; and of the DNA in the chromosomes of the cells all living things.
2. Students may mention the ability to curl their tongues or raise one eyebrow.
3. The article mentions that bananas and mushrooms have DNA. Students should infer that genetics can affect the way we breed food crops.
4. Examples of genetic traits may include hair, skin, and eye color; hair texture; height, weight, and body shape. Examples of non-genetic traits—sense of humor, kindness, or abilities developed through work—should demonstrate an understanding of environmental influences.
5. Every individual has unique DNA, so only one person could leave that DNA at a crime scene.
6. Students should list aspects of themselves that are hereditary, along with experiences or environments that have played a role in shaping their personalities.

Before You Read

Focus

Bellringer Options



Literature Launchers: Pre-Reading Videos DVD, Selection Launcher

Selection Focus Transparency 10

Daily Language Practice Transparency 79

Ask: **What do you worry about?** Share responses and ask if anyone has ideas for dealing with common fears.

Summary

In “Whatif,” the speaker says that the Whatifs—worries about growing up, school, and family—seem to come to him at night. The poem lists these worries. “Jimmy Jet and His TV Set” is a humorous look at the problem of watching too much television.



For summaries in languages other than English, see Unit 3 Teaching Resources, pp. 151–156.

Literary Element

Rhythm and Meter The best way for students to “hear” a poem is to read it aloud. Read the two poems aloud to students so that they get a feel for the rhythm of the text.

Before You Read

Whatif and Jimmy Jet and His TV Set

Connect to the Poems

What is a worrywart? What does a worrywart worry about? What is a couch potato? What does a couch potato do?

List Make a list of worries that a worrywart might have. Then make a list of things a couch potato does and does not do. Share your lists with a partner.

Build Background

During the 1950s, Shel Silverstein served in the U.S. Army and worked for the armed forces newspaper *Stars and Stripes* as a cartoonist. Later he created cartoons, songs, humorous poetry for adults, and children’s stories. His books of humorous poetry for young people continue to be very popular.

Set Purposes for Reading

BQ BIG Question

As you read each poem, ask yourself, what traits does the main character have?

Literary Element Rhythm and Meter

Rhythm is the pattern of beats made by syllables that are meant to be stressed (spoken with greater force) and syllables that are meant to be softer. **Meter** is a regular, predictable rhythm.

Rhythm and meter create a musical quality that makes poetry fun to read. In the lines below, the stressed syllables are underlined. Read them aloud and listen for the rhythm and meter.

I’ll tell you the story of Jimmy Jet—

And you know what I tell you is true.

He loved to watch his TV set

Almost as much as you.

As you read, listen for the pattern of stressed and unstressed syllables. Ask yourself, to what words or ideas do the stressed words call attention?

Learning Objectives

For pages 388–393

In studying this text, you will focus on the following objective:

Literary Study:

Analyzing meter and rhythm.

Meet Shel Silverstein



“When I was a kid . . . I couldn’t play ball, I couldn’t dance . . . so I began to write and draw instead.”

—Shel Silverstein

Shel Silverstein was born in Chicago, Illinois. He is best known for his poetry and illustrations. Silverstein’s most well-known works are *The Giving Tree* and *Where the Sidewalk Ends*.

Shel Silverstein was born in 1930 and died in 1999.



Literature Online

Author Search For more about Shel Silverstein, go to glencoe.com and enter QuickPass code GL19756u3.

Approaching Level

DIFFERENTIATED INSTRUCTION



Vocabulary Preteaching In “Jimmy Jet and His TV Set,” Shel Silverstein describes a television set with features that no longer appear on many modern televisions. Help students understand the features the author describes. On the board, draw a square with a square inside to represent a television set. Then, explain what a tuning dial is and have a volunteer

come to the board and draw one where he or she thinks it belongs (probably in the bottom section of the outer square). Next explain what antennae are, and have a volunteer come to the board and draw them on top of the television.

English Learners

DIFFERENTIATED INSTRUCTION



Vocabulary Preteaching Explain that VERT is short for vertical, or up and down. Have a student draw a vertical line on the board. Then explain that HORIZ is short for horizontal, or across. Have a student draw a horizontal line on the board.

Whatif

Shel Silverstein

Last night, while I lay thinking here,
Some Whatifs crawled inside my ear
And pranced and partied all night long
And sang their same old Whatif song:

- 5 Whatif I'm dumb in school?
Whatif they've closed the swimming pool?
Whatif I get beat up?
Whatif there's poison in my cup?
Whatif I start to cry?
- 10 Whatif I get sick and die?
Whatif I flunk that test?
Whatif green hair grows on my chest?
Whatif nobody likes me?
Whatif a bolt of lightning strikes me?
- 15 Whatif I don't grow taller?
Whatif my head starts getting smaller?
Whatif the fish won't bite?
Whatif the wind tears up my kite?
Whatif they start a war?
- 20 Whatif my parents get divorced?
Whatif the bus is late?
Whatif my teeth don't grow in straight?
Whatif I tear my pants?
Whatif I never learn to dance?
- 25 Everything seems swell, and then
The nightmare Whatifs strike again!

1

Rhythm and Meter Read this line aloud. Which syllables do you stress?

BQ **BIG Question**
What does this poem reveal about the character traits of the speaker?

UNIT THREE

Teach

Literary Element

1

Rhythm and Meter The stressed syllables are *sang*, *same*, *Whatif*, and *song*.



For additional literary element practice, see Unit 3 Teaching Resources, p. 157.

BQ BIG Question

By listing common fears, the poet is saying that it is common to have "Whatif?" worries even when things are going well. This is part of what makes us who we are.

ENGLISH LEARNERS **Ask:** What does "swell" mean in line 25? (It means "fine" or "great.")

Whatif and Jimmy Jet and His TV Set 389

Approaching Level

DIFFERENTIATED INSTRUCTION



Emerging Some students may have difficulty comprehending the meaning of this poem. Have these students work in pairs. Each partner should read aloud no more than four lines of the poem at a time. Ask listeners to

retell in their own words what their partners just read. Encourage discussion about interpretations. Have partners alternate their reading and explaining until they have finished the poem.

English Learners

DIFFERENTIATED INSTRUCTION



Intermediate Make sure English learners can correctly pronounce the rhyming words in this poem so that they can hear the "music" of the poem. Write the rhyming pairs on the board and have students practice pronouncing them.

Teach

Literary Element

1

Rhythm and Meter The word *watched* is stressed twice, emphasizing how much TV Jimmy watches. *Day* and *night* are also stressed, which shows that he watches TV all the time.

Cultural History

Nielsen Ratings Students may have heard television shows claim to be rated #1 or that they are the “most watched.” Many of these claims are based on the Nielsen rating system, which was developed by Arthur Charles Nielsen and applied to television shows beginning in 1950. This rating system evaluates television shows according to popularity.

Jimmy Jet

and His TV Set

Shel Silverstein



I'll tell you the story of Jimmy Jet—
And you know what I tell you is true.
He loved to watch his TV set
Almost as much as you.

1 5 He watched all day, he watched all night
Till he grew pale and lean,
From “The Early Show” to “The Late Late Show”
And all the shows between.

10 He watched till his eyes were frozen wide,
And his bottom grew into his chair.

Rhythm and Meter How do the stressed syllables draw attention to Jimmy Jet's problem?

390 UNIT 3 What Makes You Who You Are?



Writing Practice



Write a Letter Ask students to give their opinion of Jimmy Jet's television watching. **Ask: Does Jimmy Jet watch too much TV?** Have students think about what they would say to Jimmy Jet if they met him. Then have them write a letter to Jimmy Jet, either explaining why he should not watch so much television or expressing support for his viewing habits.

Write a Poem Have students write a poem that updates this one. In their poems, Jimmy Jet might turn into a computer, a cell phone, or an MP3 player. For example, Jimmy might text so much that his thumb turns into a cell phone antenna, or his ear might become permanently attached to his cell. Suggest that students write the poem using a set rhythm or rhyme.

Teach

BQ BIG Question

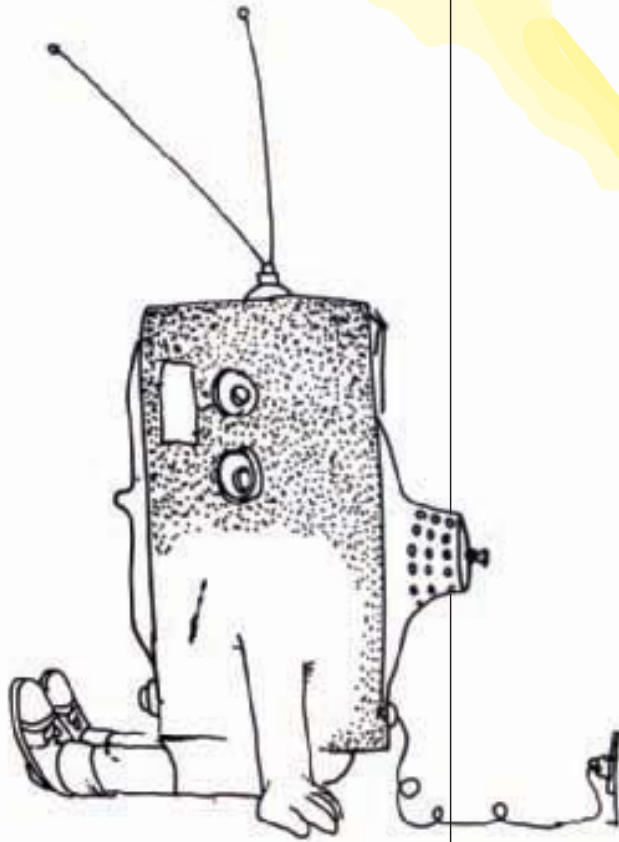
It has made him completely passive, unable to move or think for himself.

Teaching Note

TV Controls Explain that “VERT” (vertical) and “HORIZ” (horizontal) knobs were common on televisions in the 1970s. People turned these knobs on their televisions to adjust the picture.

View the Art

Shel Silverstein wrote and illustrated several books for children but started his career as a cartoonist for the army. **Ask:** **What are the advantages of having the writer of a work also be the illustrator?** (*The writer/illustrator may be better able to extend or add depth to the meaning of the work.*)



And his chin turned into a tuning dial,
And antennae grew out of his hair.

And his brains turned into TV tubes.
And his face to a TV screen.

15 And two knobs saying “VERT.” and “HORIZ.”
Grew where his ears had been.

And he grew a plug that looked like a tail
So we plugged in little Jim.

And now instead of him watching TV
20 We all sit around and watch him.

BQ BIG Question

How has watching TV affected Jimmy's personality?

Whatif and Jimmy Jet and His TV Set 391

English Learners

DIFFERENTIATED INSTRUCTION



Intermediate Tell students that the narrator of a poem is called the *speaker*. Have students identify the speaker of each poem. **Ask:** **Who is the speaker of “Whatif”?** (*The person who has all the worries*) **How do you know?** (*The speaker uses “I.”*) **Who is the speaker of**

“Jimmy Jet and His TV Set”? (*Someone who knows Jimmy Jet*) **How do you know?** (*The last three lines tell you that the speaker knows Jimmy well enough that he or she “watches” him.*)

Advanced Have students describe the rhyme scheme of the poem. Point out that the first stanza has two pairs of rhyming words (Jet/set and true/you), while other stanzas only have one pair (lines 2 and 4 in each stanza).

After You Read

Assess

For additional assessment, see Assessment Resources, pp. 99–100.

Respond and Think Critically

Possible answers:

1. The Whatifs sing their song inside the speaker's ear.
2. He watches television so much that he actually turns into one. Then people plug him in and watch him.
3. The speaker seems to be a school-age child. The clues include references to school, tests, growing taller, parents getting divorced, and growing new teeth.
4. Both characters seem to be children. They both have a problem that becomes worse. Both characters are passive, or inactive—the “Whatif” character worries about things he or she can't change, while Jimmy Jet sits around all day watching television.
5. “Whatif” teaches us that it is normal to worry about things but not to worry too much about things we can't change. “Jimmy Jet and His TV Set” teaches us that watching too much TV can metaphorically turn a person into a television, or someone with no mind of his own.
6. Some students may feel they are like the speaker in “Whatif” because they worry a lot; others may say they are like Jimmy Jet because they spend too much time in front of a screen.

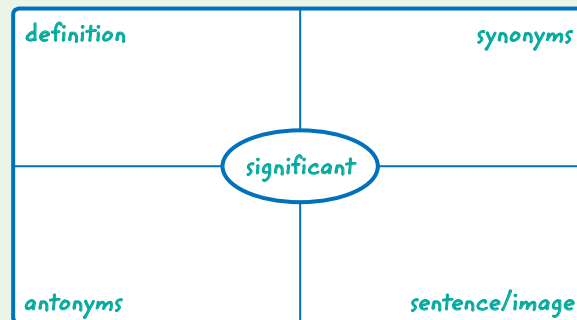
After You Read

Respond and Think Critically

1. Where do the Whatifs sing their song? **[Recall]**
2. In your own words, explain what happens to Jimmy Jet. **[Paraphrase]**
3. About how old is the speaker of “Whatif”? What clues help you to infer this? **[Infer]**
4. Compare the speaker of “Whatif” with Jimmy Jet. How are they similar? **[Compare]**
5. What lessons can you learn from “Whatif” and “Jimmy Jet and His TV Set”? Are these lessons valuable? Why or why not? **[Evaluate]**
6. **BQ** **BIG Question** Which character is more like you—the speaker of “Whatif” or Jimmy Jet? Explain. **[Conclude]**

Academic Vocabulary

In “Jimmy Jet and His TV Set,” Shel Silverstein raises a **significant** issue: What are the results of watching too much television? To become more familiar with the word *significant*, fill out a graphic organizer like the one below.



TIP

Comparing

Here are some tips to help you answer question 4. Remember, when you compare, you find similarities between two things.

- Identify each character's problem or struggle.
- Identify what happens to each character.
- What similarities do you notice?

FOLDABLES Study Organizer

Keep track of your ideas about the **BIG Question** in your unit Foldable.

Literature Online

Selection Resources

For Selection Quizzes, eFlashcards, and Reading-Writing Connection activities, go to glencoe.com and enter QuickPass code GL19756u3.

392 UNIT 3 What Makes You Who You Are?

Reading Practice

Preview Remind students that previewing is looking over a selection before they read it. Have students preview another poem from the unit by looking at its title and its graphics. Also, have them quickly scan the poem to see how it is set up: Is it divided into stanzas? Does it have long lines or short lines? Explain that many poems, like Silverstein's, use humor to talk about serious issues. Students should look for clues to the underlying meaning of the poems they preview.

Academic Vocabulary

Possible Answers:

Definition: likely to have an effect

Antonyms: unimportant, meaningless

Synonyms: important, meaningful

The new law had a significant effect on crime.

Literary Element Rhythm and Meter

1. A poem's rhythm can be regular (having a predictable pattern or meter) or irregular. Is the rhythm of "Jimmy Jet and His TV Set" regular or irregular? How can you tell?
2. How do the meter and rhythm in "Jimmy Jet and His TV Set" affect the poem's tone?

Review: Rhyme

As you learned on page 338, a **rhyme** is made of words whose sounds match, such as *jet* and *set* or *here* and *ear*. In poetry, rhymes can occur at the ends of lines or within a line.

A **rhyme scheme** is the pattern formed by the end rhymes in a poem. To identify the rhyme scheme, assign each new end rhyme in a poem a letter of the alphabet.

3. Where do the rhyming words occur in "Whatif"?
4. What is the rhyme scheme of "Whatif"?

Grammar Link

Compound Subjects and Predicates As you know, every complete sentence has a subject (*who* or *what*) and a predicate (what the subject *is* or *does*). You also know that complete subjects and predicates consist of more than one word.

- A **compound subject** has two or more simple subjects that have the same predicate. The subjects are most often joined by the word *and* or *or*.

His family and friends watch Jimmy Jet.

- A **compound predicate** has two or more simple predicates, or verbs, that have the same subject. The predicates are most often connected by *and* or *or*.

What if I flunk the test and cry?

- A sentence can have both a compound subject and a compound predicate.

Jimmy and Johnny just sat and stared at the TV.

Practice In one of the poems, find a sentence that has a compound predicate. Then write your own sentence with a compound subject, a compound predicate, or both.

Write with Style

Apply Sound Devices Think of a person with a special or unusual trait. The person might be a worrywart, a brilliant thinker, or unusually strong. Write a poem about this person using rhythm, meter, and rhyme. Then read your poem aloud and have a partner tap along as you read. Does your poem have a smooth rhythm? Are there parts that sound awkward? Does your poem follow a rhyme scheme? Have your partner make suggestions for revising.

After You Read

Assess

Literary Element

1. It is regular. In most lines, every other syllable is stressed.
2. The meter and rhythm give the poem a playful, lighthearted tone.
3. They appear at the ends of lines.
4. It is *aabbccdd*, etc.

Grammar Link

Possible answers:

Some Whatifs crawled inside my ear / And pranced and partied all night long / And sang their same old Whatif song.

Whatif I get sick and die?

We all sit around and watch him.

Sample sentence: My friend and I watched the movie together.

Write with Style

Apply Sound Devices Poems should focus on a character with an unusual trait, such as the characters in this section of the book. Poems should have a clear rhythm, meter, and rhyme scheme.

English Learners

DIFFERENTIATED INSTRUCTION



Build Fluency Some students may benefit from meeting with a partner in a quiet place to read the poem "Whatif." Together partners should read four lines. Then have students take turns reading the "Whatif" lines in that poem. Remind students that they should raise their tone of voice at the end of sentences that

ask questions. Ask partners to read the last two lines together. Partners should discuss what they have read, volunteering insights that help both partners comprehend the poem. Encourage students to read with expression. You may want students to repeat the same process for "Jimmy Jet and His TV Set,"

reminding them to pay attention to the rhythm, rhyme, and the repetition of *And* at the start of many lines.

Before You Read

Focus

Bellringer Options

Daily Language Practice
Transparency 80

Or show students pictures of a variety of flowers. **Ask:** *In what ways are the flowers different from each other? What do you find attractive about each flower?* Comment that flowers with very different appearances can be appealing.

Vocabulary

Have students work in pairs or small groups to write dialogues that use as many of the vocabulary words as possible, then perform their dialogues for the class. Award points for the number of vocabulary words used correctly in the dialogue.

Before You Read

Flowers and Freckle Cream

Connect to the Story

Everyone makes mistakes. Think about a time when you learned something valuable from a mistake you made.

Quickwrite Freewrite for a few minutes and describe how learning from a mistake helped you become who you are.

Build Background

"Flowers and Freckle Cream" is about a young girl's struggle to recognize and appreciate her own special qualities. It is also about being able to learn from experiences and laugh about them later.

- The story is set in the 1950s in the Appalachian region where the author grew up.
- Freckles are specks or spots on the skin that darken when exposed to the sun.

Vocabulary

flawless (flô'lis) *adj.* having no mistakes; perfect (p. 396).
The flawless diamond was very expensive.

complexion (kəm plek'shən) *n.* color, texture, and appearance of the skin (p. 396).
The baby has a rosy complexion.

precisely (pri sis'lē) *adv.* exactly (p. 397).
The carpenter took care to cut the boards precisely.

veins (vānz) *n.* vessels that carry blood to the heart from other parts of the body (p. 398).
Most veins appear bluish in color because they carry blood with low levels of oxygen.

inadequate (in ad'ə kwit) *adj.* not good enough (p. 399).
The company's equipment is inadequate for this job.

Meet Elizabeth Ellis



"My favorite story is always the one I am just getting ready to tell next!"

—Elizabeth Ellis

Traveling Storyteller

Elizabeth Ellis learned to tell stories from her grandfather, who entertained her with ghost stories, legends, and folktales while she was growing up in the Appalachian Mountains. As an adult, Ellis travels all over the country telling her stories to children and adults. Ellis says she loves making a living this way because she has so much fun.

Literary Works "Flowers and Freckle Cream" appeared in *Best-Loved Stories Told at the National Storytelling Festival*, published in 1991.

Elizabeth Ellis was born in 1943.



Author Search For more about Elizabeth Ellis, go to glencoe.com and enter QuickPass code GL19756u3.

394 UNIT 3 What Makes You Who You Are?

Approaching Level

DIFFERENTIATED INSTRUCTION

Vocabulary Preteaching Show students the cover of a fashion magazine. Have them point to the model's complexion. **Ask:** *Does he or she look flawless? Explain.* Have a student show you the veins in his or her wrist. Show students a fine-point pen and a wide-tipped marker. **Say:** *Which of these would you choose if you wanted*

to draw something precisely? Have a student demonstrate with both the pen and the marker. Point out that the marker is inadequate for this job. **Ask:** *What else might be inadequate? Why?* (*A paycheck might be inadequate if you need more money. A "B" might be inadequate if you thought you could earn an "A."*)

English Learners

DIFFERENTIATED INSTRUCTION

Vocabulary Preteaching Have students write their own definitions for each of the vocabulary words. Then have students in groups of five play a guessing game, in which one student reads aloud his or her definition and the other four students guess the word.

Set Purposes for Reading

BQ BIG Question

As you read, ask yourself, what lesson does Elizabeth learn from her experience with the freckle cream?

Literary Element Diction

Diction is an author's choice of words. Skilled authors carefully choose their words to convey a particular meaning or feeling. Sometimes authors use **idioms**. An idiom is an expression whose meaning is different from its literal (actual and ordinary) meaning. For example, if something is very easy, we may use the idiom "a piece of cake" to describe it.

It is important to pay attention to diction so you understand the author's real meaning, or overall message, and recognize his or her unique way of telling the story.

As you read, think about how the idioms and other word choices set the tone and advance the theme of the story.

Reading Strategy Evaluate Characterization

When you **evaluate**, you make a judgment or form an opinion. When you **evaluate characterization**, you form an opinion regarding the way the author has developed the personality of a character.

Evaluating characterization helps you decide how characters affect the overall plot and the resolution of the conflict.

To **evaluate characterization** as you read, ask yourself,

- How does the author use the character's words, thoughts, and actions to reveal his or her personality?
- What is stated directly about the character?
- What do other characters in the story say about that character?

Use these questions to evaluate characterization as you read. You may find it helpful to list the reasons for your evaluation in a graphic organizer like the one below.



Learning Objectives

For pages 394–400

In studying this text, you will focus on the following objectives:

Literary Study: Analyzing idioms.

Reading: Evaluating characterization.

TRY IT

Evaluate Characterization You are attending a play in order to review it for the school newspaper. In your review, you will evaluate the playwright's and actors' abilities to make the characters seem real. What elements should you pay attention to while watching the play?

Before You Read

Focus

Summary

Twelve-year-old Elizabeth is painfully self-conscious about her freckled skin. She sends away for freckle-removing cream, then eagerly applies it when it arrives. But after a day in the sun, the cream has actually darkened her freckles. She pours out her heart to her grandfather. The next morning, Elizabeth wakes to find that her grandfather has found a tiger lily—a flower with spots that resemble freckles—and put it on her pillow.

For summaries in languages other than English, see Unit 3 Teaching Resources, pp. 160–165.

Literary Element

Diction Point out that students use idioms all the time. **Ask:** *Have you ever laughed your head off or cried your eyes out?* Ask students to think of other idioms they commonly use.

Reading Strategy

Evaluate Characterization Ask students to choose a character from a movie or TV show. Have them evaluate this character. For the first question, you might ask how the director uses the character's words, actions, and clothing to reveal his or her personality.

TRY IT

Important elements would be actors' emotions and gestures and what their speeches reveal about them.

English Learners

DIFFERENTIATED INSTRUCTION

Partners Intermediate Have students pair up, and then ask them to take turns telling about a time when they made a mistake and what they learned from the mistake. Explain that one student will describe the mistake. Then the partner will ask any questions necessary to clarify his or her understanding and briefly restate what the first student said. The first student may make corrections if the partner misunderstood any part of the story. Next, the

first student will talk about the lesson learned from the mistake, and the partner will again question and restate. Then the partners will switch roles.

UNIT THREE

Teach

Reading Strategy

1

Evaluate Characterization The author brings Janette Elizabeth alive by using vivid details to describe her appearance.

For additional reading skill or strategy practice, see Unit 3 Teaching Resources, p. 167.

Teaching Note

English Learners Point out the word *underwhelmed* to students and have them read the corresponding note. Explain that in informal English it is possible to play with words in this way, creating a new word to express a particular sentiment. Make sure students understand, though, that coinages such as *underwhelmed* should not be used in formal writing. Ask students to deduce the meanings of the prefixes *over* and *under*. Have them list other words that have these prefixes and give their definitions.

For an audio recording of this selection, use Listening Library Audio CD-ROM.

Readability Scores

Dale-Chall: 6.4
DRP: 54
Lexile: 1020

Flowers and Freckle Cream

Elizabeth Ellis



When I was a kid about twelve years old, I was already as tall as I am now, and I had a lot of freckles. I had reached the age when I had begun to really look at myself in the mirror, and I was underwhelmed.¹ Apparently my mother was too, because sometimes she'd look at me and shake her head and say, "You can't make a silk purse out of a sow's ear."²

I had a cousin whose name was Janette Elizabeth, and Janette Elizabeth looked exactly like her name sounds. She had a waist so small that men could put their hands around it . . . and they did. She had waist-length naturally curly blond hair too, but to me her unforgivable sin was that she had a **flawless** peaches-and-cream **complexion**.

1 I couldn't help comparing myself with her and thinking that my life would be a lot different if I had beautiful skin too—skin that was all one color.

And then, in the back pages of Janette Elizabeth's *True Confessions* magazine, I found the answer: an advertisement for freckle-remover cream. I knew that I could afford it if I saved my money, and I did. The ad assured me that the product would arrive in a "plain

Evaluate Characterization
How does the author bring Janette Elizabeth to life for the reader?

1 *Underwhelmed* is a word jokingly used to mean the opposite of *overwhelmed*, so it means "not at all impressed."

2 The phrase *you can't make a silk purse out of a sow's ear* is an idiom that means "you cannot make something beautiful out of something ugly."

Vocabulary

flawless (flô'lis) *adj.* having no mistakes; perfect

complexion (kəm plek'shən) *n.* color, texture, and appearance of the skin

396 UNIT 3 What Makes You Who You Are?

Research Practice

Internet Freckles are skin cells that contain extra color. They are very small and light brown. When they overlap, they look larger and are more easily noticed. People with freckles tend to have light skin, eyes, and hair. Ultraviolet (UV) rays from the sun make freckles darker. These rays can damage any type of skin, so no one should be exposed to more than moderate

amounts of sun and everyone should use sunblock to prevent skin damage from the sun. Have partners to do online research on sun safety. Have them list the keywords that led them to the most useful information.

Teach

Literary Element

2

Diction If you will “never hear the end of” something, your friends and family will continue to talk about it and remind you of it for a long time.

Reading Strategy

3

Evaluate Characterization Students may say it is believable that Elizabeth would hesitate to use the cream because she seems so unsure of herself in every way.



A Rural Scene (detail), 1990.
Konstantin Rodko.
Oil on canvas.

brown wrapper.”³ Plain brown freckle color. For three weeks I went to the mailbox every day **precisely** at the time the mail was delivered.

I knew that if someone else in my family got the mail, I would never hear the end of it. There was no way that they would let me open the box in private. Finally, after three weeks of scheduling my entire day around the mail truck’s arrival, my package came.

I went to my room with it, sat on the edge of my bed, and opened it. I was sure that I was looking at a miracle. But I had gotten so worked up about the magical package that I couldn’t bring myself to put the cream on. What if it didn’t work? What would I do then?

I fell asleep that night without even trying the stuff. And

2 Diction What do you think the idiom “never hear the end of it” means?

3 Evaluate Characterization Do you think this is a believable reaction, considering what you know about Elizabeth so far?

³ People ask for things to be delivered in a **plain brown wrapper** when they don’t want anyone to know what the contents are.

Vocabulary

precisely (pri sis’lē) *adv.* accurately; exactly

Flowers and Freckle Cream 397

English Learners

DIFFERENTIATED INSTRUCTION



Advanced Explain that context clues often restate a word in slightly different terms. Give examples of restatement clues such as “The teacher said his essay was *flawless*. She could not find a single thing wrong with it.” Have students practice some more with restatement

context clues by asking them to locate the clue to the meaning of the word *miracle* (*magical*). Challenge students to find context clues to the meaning of the phrase *worked up*. (*scheduling my entire day around the mail truck’s arrival; I couldn’t bring myself to put it on; What would I do then?*)

Approaching Level

DIFFERENTIATED INSTRUCTION

Emerging Before students begin the Research Practice activity, make sure they understand what a keyword is. Have them brainstorm to list keywords related to sun safety.

UNIT THREE

Teach

Literary Element

1

Diction She does not literally “dissolve.” She begins to cry suddenly and hard.

ENGLISH LEARNERS Ask students to use the Spanish cognate (*dissolver*) to guess the literal meaning of *dissolve*. Point that the expression *dissolve into tears* does not translate literally into Spanish.

ENGLISH LEARNERS Ask: **How does knowing the literal meaning of *dissolve* help you imagine what is happening to Elizabeth?** (*Dissolve conveys the idea of falling apart.*)

For additional literary element practice, see Unit 3 Teaching Resources, p. 166.

when I got up the next morning and looked at my freckles in the mirror, I said, “Elizabeth, this is silly. You have to do it now!” I smeared the cream all over my body. There wasn’t as much of it as I had thought there would be, and I could see that I was going to need a part-time job to keep me in freckle remover.

Later that day I took my **hoe** and went with my brother and cousins to the head of the holler⁴ to hoe tobacco, as we did nearly every day in the summer. Of course, when you stay out hoeing tobacco all day, you’re not working in the shade. And there was something important I hadn’t realized about freckle remover: if you wear it in the sun, it seems to have a reverse effect. Instead of developing a peaches-and-cream complexion, you just get more and darker freckles.

By the end of the day I looked as though I had leopard blood in my **veins**, although I didn’t realize it yet. When I came back to the house, my family, knowing nothing about the freckle-remover cream, began to say things like, “I’ve never seen you with that many freckles before.”

1 When I saw myself in the mirror, I dissolved into tears and hid in the bathroom.

My mother called me to the dinner table, but I ignored her. When she came to the bathroom door and demanded that I come out and eat, I burst out the door and ran by her, crying. I ran out to the well house⁵ and threw myself down, and I was still sobbing when my grandfather came out to see what was wrong with me. I told him about how I’d sent for the freckle remover, and he didn’t laugh—though he did suggest that one might get equally good results from burying a dead black cat when the moon was full.⁶

⁴ The **head of the holler** is a phrase in Appalachian dialect. It refers to the opening of a small valley.

⁵ A **well house** is a shed that covers the deep hole where people used to get their fresh drinking water.

⁶ **Burying a dead black cat when the moon was full** refers to a superstitious practice. The grandfather suggests that using freckle cream has about as much chance of working as a superstitious practice.

Vocabulary

veins (vānz) *n.* vessels that carry blood to the heart from other parts of the body

398 UNIT 3 What Makes You Who You Are?

Visual Vocabulary

A **hoe** is a tool with a thin, flat blade set at an angle to a long handle, used for weeding and loosening soil.



Diction Does Elizabeth really dissolve? What does this mean?

Listening and Speaking Practice



Perform This story is told in the first person in the distinctive voice of a young teenage girl. Divide students into small groups and tell them that they will read the story aloud with gestures and intonation that are as realistic and engaging as possible. Have students divide the story among themselves, assigning a section to each group member. Individual members should practice reading their portions aloud, using

398

volume, pitch, and tone to recreate the informal tone of the story and reflect the narrator’s emotions. Students may incorporate gestures wherever they seem suitable. Once they have practiced, the individuals will perform their readings for the group, and the others will offer constructive criticism. Have groups perform their readings for the class.



Writing Practice

Expository Composition Have students write two or three paragraphs about the concerns young people have about their looks. Tell them to use sources such as books, magazines, the Internet, and classmates. Have students focus on one aspect of appearance. Make sure that they state a thesis at the outset, support the statement with details, and finish the composition with a concluding statement. Have them list their sources of information.

Teach

BQ BIG Question

The tiger lily has freckles but is beautiful. It may help Elizabeth see that, like the tiger lily, she has her own unique beauty.

View the Art

The lily family is a good illustration of the variety that can exist within just one genus of flower, as there are 80 species of *Lilium*. The tiger lily, commonly used as an ornamental plant, is among the most popular, but it is not the only one with “freckles.”

Ask: Describe lilies you have seen. Did they look like the tiger lily?

To check students’ understanding of the selection, see Unit 3 Teaching Resources, pp. 171–172.

It was clear that Grandpa didn’t understand, so I tried to explain why I didn’t want to have freckles and why I felt so inadequate when I compared my appearance with Janette Elizabeth’s. He looked at me in stunned surprise, shook his head, and said, “But child, there are all kinds of flowers, and they are all beautiful.” I said, “I’ve never seen a flower with freckles!” and ran back to my room, slamming the door.

When my mother came and knocked, I told her to go away. She started to say the kinds of things that parents say at times like that, but my grandfather said, “Nancy, leave the child alone.” She was a grown-up, but he was her father. So she left me alone.

I don’t know where Grandpa found it. It isn’t at all common in the mountains where we lived then. But I know he put it in my room because my mother told me later. I had cried myself to sleep that night, and when I opened my swollen, sticky eyes the next morning, the first thing I saw, lying on the pillow next to my head, was a tiger lily.



Tiger Lily, 1815.
Mrs. Frederick Hill.
Private Collection.

BQ BIG Question

What does the tiger lily mean to Elizabeth? How do you think it makes her feel about who she is?

Vocabulary

inadequate (in ad’ə kwit) adj. not good enough

English Learners

DIFFERENTIATED INSTRUCTION

Intermediate Elizabeth uses a colorful expression to describe her freckles. Ask students to read the phrase “I looked as though I had leopard blood in my veins.” Have them describe a leopard. If necessary, have them look up leopard or find pictures of a leopard. Have students tell in their own words what Elizabeth is trying to say.

Advanced Learners

DIFFERENTIATED INSTRUCTION

Colorful Images Have students put themselves in Elizabeth’s place and think of additional colorful ways to describe how she feels upon finding herself even more freckled than before. Encourage students to make their images as vivid as possible.

After You Read

Assess

For additional assessment, see Assessment Resources, pp. 101–102.

Respond and Think Critically

Possible answers:

1. She has already reached her full height, and she has freckles.
2. Her cousin has a flawless complexion, a small waist, and curly blond hair.
3. Elizabeth's mother is critical and insensitive. Her grandfather listens sympathetically, then tries to make her feel better.
4. The idioms and dialect help you understand Elizabeth's background, which is a factor in why she acts the way she does.
5. Yes, Elizabeth is developed thoroughly. The author describes her thoughts, words, and actions. The author also describes the background that leads her to dislike her freckles, such as the cousin who has a flawless complexion.
6. Elizabeth's freckles are one of the things that make her unique. Because she can't remove her freckles, she must learn to accept them.

After You Read

Respond and Think Critically

1. How does the author describe her appearance at the age of twelve? **[Recall]**
2. What qualities does Elizabeth's cousin have that make Elizabeth feel bad about herself? **[Summarize]**
3. Compare the way Elizabeth's mother treats her to the way Elizabeth's grandfather treats her. **[Compare]**
4. **Literary Element Diction** How does the author's use of idioms and Appalachian dialect, such as "the head of the holler," help readers understand Elizabeth? **[Analyze]**
5. **Reading Strategy Evaluate Characterization** Look back at your graphic organizer to evaluate characterization. Do you think the author thoroughly develops the character of Elizabeth? Explain. **[Evaluate]**
6. **BQ BIG Question** How do Elizabeth's freckles help make her who she is? **[Conclude]**

Vocabulary Practice

On a separate sheet of paper, write the vocabulary word that best completes each sentence. If none of the words fits the sentence, write *none*.

flawless complexion precisely veins inadequate

1. The air was crisp and _____ this morning.
2. We learned in science class that the _____ carry blood to your heart.
3. Compared with his tall, athletic brother, Devon felt _____ on the basketball court.
4. It was _____ twelve o'clock when the lunch bell rang.
5. The lotion is supposed to brighten your _____ so that your skin glows.
6. His performance was _____; there wasn't a single mistake.
7. Sheryl ran without _____ in order to get to school on time.

Writing

Write a Journal Entry Write a journal entry about a time when you discovered something important about yourself. Make the entry come to life by including idioms that you use in everyday conversation.

TIP

Comparing

Here are some tips to help you answer question 3.

- List details from the story that show the relationship between Elizabeth and her mother.
- List details from the story that show how Grandpa treats Elizabeth.
- Do you see any similarities or only differences? Summarize your findings.

FOLDABLES Study Organizer

Keep track of your ideas about the **BIG Question** in your unit Foldable.

 **Literature Online**

Selection Resources

For Selection Quizzes, eFlashcards, and Reading-Writing Connection activities, go to glencoe.com and enter QuickPass code GL19756u3.

400 UNIT 3 What Makes You Who You Are?

Vocabulary Practice

1. none
2. veins
3. inadequate
4. precisely
5. complexion
6. flawless
7. none

Writing

Write a Journal Entry Students' journal entries will vary but should tell about a time of self-discovery. Students should include idioms in their writing and speak in an everyday voice.

Progress Check

Can students comprehend vocabulary?

If...fewer than 2 answers are correct

Then...  Glencoe Interactive Vocabulary CD-ROM.

Before You Read

Yes, It Was My Grandmother and Good Luck Gold

Connect to the Poems

Think about your grandparents or other older people you respect and admire. What are they like? How are you like them?

Partner Talk With a partner, talk for a few minutes about one of your grandparents or an older person you admire. Describe how the person looks and acts, or tell a story about the person.

Build Background

When a Chinese baby is one month old, the baby may be the guest of honor at a red egg and ginger party. The baby receives gifts, and the parents announce the baby's given name.

- The guests may receive eggs that are dyed red and some ginger to take home. In Chinese tradition, red symbolizes happiness and good fortune.
- The guests may give the baby "lucky money" or gold jewelry as a sign of good luck and long life.

Set Purposes for Reading

BQ BIG Question

As you read, ask yourself, why are the speakers' grandparents important to them?

Literary Element Tone

Tone is an author's attitude toward a subject. For example, the tone may be witty, serious, or sympathetic. An author reveals tone through the words and images he or she uses to describe a setting, depict a character, or narrate an event. Figurative language, such as metaphors and similes, idioms, or elements in poetry, such as line length, punctuation, rhythm, repetition, and rhyme, may reveal the tone and support the theme.

Identifying the tone helps you know how the author feels about the reader, the subject, or a character.

As you read each poem, ask yourself, which words, images, or other elements reveal the author's attitude toward her subject?

Learning Objectives

For pages 401–404

In studying these texts, you will focus on the following objective:

Literary Study: Analyzing tone.

Meet the Authors



Luci Tapahonso

The music, language, and traditions of the Navajo people often shape Luci Tapahonso's poems and stories.



Janet S. Wong

Janet S. Wong often writes about what it was like growing up as the child of immigrants in the United States.



Author Search For more about Luci Tapahonso and Janet S. Wong, go to glencoe.com and enter QuickPass code GL19756u3.

Before You Read

Focus

Bellringer Options

Daily Language Practice Transparency 81

Or bring an object to class that reminds you of a grandparent or an older person who influenced you. Explain its connection to the person and the feelings it evokes. Have students discuss items they have that connect them to an ancestor or older person they care about. Tell students that an object's value sometimes lies in its connection to someone we love.

Summary

Both poems express feelings for grandparents and the emotional legacy these ancestors bestow. In "Yes, It Was My Grandmother," the speaker is grateful for the example of strength and freedom set by her grandmother, who refused traditional female roles. In "Good Luck Gold," the speaker thinks of good-luck symbols given by her grandparents and yearns for the good fortune they symbolize.

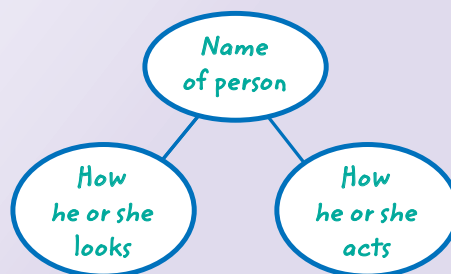
For summaries in languages other than English, see Unit 3 Teaching Resources, pp. 173–178.

Yes, It Was My Grandmother and Good Luck Gold 401

English Learners

DIFFERENTIATED INSTRUCTION

Vocabulary Preteaching Have each student create a descriptive web about the person they admire to help them prepare for talking about the person. Tell them to use a dictionary to help them find the English words they need. Beneath the web, have students write a sentence telling how they feel about the person. Tell students to consult the web as they engage in conversation with their partners.



Teaching Note

African American Vernacular English

Point out that the verb *to be* is often used with personal descriptions. For example, in SAE you would say, "She is a kind person," instead of "She a kind person." Remind students to be conscious of that in speaking or writing descriptive sentences in which they use the verb *to be*.

Teach

Literary Element

1

Tone Possible responses: admiring, appreciative, respectful, serious

APPROACHING Ask: **Traditionally, what kind of role was cooking considered?** (*It was a woman's role.*)

Why is it important that Grandmother freed the speaker from cooking? (*It means that she made it possible for the speaker to do what she chooses.*)

For additional literary element practice, see Unit 3 Teaching Resources, p. 179.

BQ BIG Question

The speaker's "wild and untrained" hair suggests that she has a wild, spirited side.

ADVANCED Ask: **Why does the speaker contrast her hair with her grandmother training wild horses?** (*The contrast shows that the speaker is her own person and won't let anyone change her.*)

Yes, It Was
My Grandmother

Luci Tapahonso



And So Upon Him She Flew, And She Wasn't Afraid, 2000.
Martha Widmann. Acrylic on canvas. Private Collection.

Yes, it was my grandmother
who trained wild horses for pleasure and pay.
People knew of her, saying:
She knows how to handle them.

5 Horses obey that woman.

She worked,
skirts flying, hair tied securely in the wind and dust.
She rode those animals hard and was thrown,
time and time again.

10 She worked until they were meek
and wanting to please.

She came home at dusk,
tired and dusty,
smelling of sweat and horses.

15 She couldn't cook,
my father said smiling,
your grandmother hated to cook.

1 Oh, Grandmother,
who freed me from cooking.
20 Grandmother, you must have made sure
I met a man who would not share the kitchen.

I am small like you and
do not protect my careless hair
from wind or rain—it tangles often,
25 Grandma, and it is wild and untrained.

402 UNIT 3 What Makes You Who You Are?

Tone What word or words could you use to describe the poem's tone?

BQ BIG Question

What does the speaker's description of her hair suggest about her personality?

Reading Practice



Visualize Tell students that this poem conjures strong images of both Grandmother and the speaker. Ask students to visualize Grandmother at work training horses and jot down a description of the scene and what she looks like. Have them do the same for the poem's speaker, writing a brief word picture of what she looks like. Have

students pair up and compare their descriptions, noting where they match and where they differ. You may allow approaching-level students and English learners to draw and compare pictures of Grandmother and the speaker.



Voice Note that the speaker addresses her grandmother directly in the poem. Ask students to discuss why the poet made that choice. (*Possible reasons: to more clearly show her appreciation for her grandmother; to make the poem feel more "real"*)

Good Luck GOLD

Janet S. Wong

When I was a baby,
one month old,
my grandparents gave me
good luck gold;
a gold ring
so soft it bends,
a golden necklace
hooked at the ends,
a golden bracelet
with coins that say
I will be rich
And happy someday.
I wish that gold
Would work
real soon.
I need my luck
this afternoon.

2



Grandparents, 2002.
Diana Ong.
Computer graphics.

Tone How does the tone change at the end of the poem?

Teach

Literary Element

2

Tone Some students may say that the tone becomes sad and full of longing, while others may say that it becomes wry and a bit challenging.

APPROACHING **Ask:** How does the speaker feel at this moment? Think of as many adjectives as you can that make sense. (Possible answers: nervous, scared, sad, anxious)

Teaching Note

Read Aloud Have students read the poem aloud several times. Remind them to read at a natural pace, pausing for punctuation rather than for line endings. **Ask:** How is the experience of reading the poem aloud different from reading it silently? (Possible answer: Reading the poem aloud makes one more aware of its rhythm and its rhyme scheme.)

View the Art

Ask: How do you think the grandparents in the picture feel about the baby? How are they similar to the speaker's grandparents?

Yes, It Was My Grandmother and Good Luck Gold 403

English Learners

DIFFERENTIATED INSTRUCTION



Beginning Have students pronounce the words at the ends of the lines in "Good Luck Gold" aloud and indicate which ones rhyme. Monitor students and correct their pronunciation if necessary.

Intermediate Tell students to use a dictionary to look up unfamiliar words such as *meek* and *dusk*. Have them show their understanding of each word by listing synonyms and/or antonyms in a graphic organizer like this one.

Word	Synonym	Antonym
meek	shy	bold

After You Read

Assess

For additional assessment, see Assessment Resources, pp. 103–104.

Respond and Think Critically

Possible answers:

1. She is known for her ability to tame wild horses.
2. Both women are free-spirited. They are not limited by the expectations others might place on them; they are “wild and untamed.”
3. They hope that she will have good luck and grow up to be rich and happy.
4. No, the speaker is not yet rich and happy. She expresses a wish that the gold will work “real soon” and says that she “needs my luck.”
5. In “Yes, It Was My Grandmother,” the speaker describes her grandmother’s boldness and expresses gratitude. In “Good Luck Gold,” the poet shifts from talking about her grandparents’ loving wishes for her to express her own.
6. In “Yes, It Was My Grandmother,” the speaker receives her grandmother’s spirit. In “Good Luck Gold,” the speaker receives jewelry and her grandparents’ hope for a good future.

Spelling Link

prefer: *preferring* (last syllable is accented both before and after adding the suffix)

climb: *climbing* (word ends in two consonants)

nip: *nipping* (word is one syllable and ends with a single consonant following one vowel)

smell: *smelling* (word ends in two consonants)

After You Read

Respond and Think Critically

1. In “Yes, It Was My Grandmother,” for what talent is the speaker’s grandmother known? **[Recall]**
2. In “Yes, It Was My Grandmother,” how are the speaker and her grandmother alike? **[Compare]**
3. In “Good Luck Gold,” what is the grandparents’ hope for their granddaughter? **[Infer]**
4. In “Good Luck Gold,” is the speaker already rich and happy? What clues help you know? **[Interpret]**
5. **Literary Element Tone** How is tone revealed in each poem? **[Analyze]**
6. **BQ BIG Question** What does each speaker receive from her grandparent(s)? **[Conclude]**

Spelling Link

Doubling the Final Consonant When a word ends with a single consonant following a single vowel, double the consonant before adding *-ing* or *-ed*.

Examples:

sit + ing → sitting commit + ed → committed
run + ing → running infer + ed → inferred

Do not double the final consonant if

- the suffix begins with a consonant
- the accent is not on the last syllable
- the accent moves when the suffix is added
- the word ends in two consonants

If the word ends in *-ll*, drop one *l* before adding the suffix *-ly*.

Practice On a sheet of paper, list these words: *prefer*, *climb*, *nip*, *smell*. Write the word with the *-ing* suffix.

Writing

Write a Scene Identify the main events in one of the poems in this lesson. Rewrite one event as a scene in a story. Keep the same characters and actions that are in the poem. You may want to make the speaker one of the characters. Identify the tone of the poem, and then use words and images to convey the same tone in your scene.

TIP

Comparing

Here are some tips to help you answer question 2. Remember, when you compare, you find similarities.

- Make a list of the grandmother’s qualities.
- Make a list of the speaker’s qualities.
- Look for the qualities that appear on both of your lists.

FOLDABLES Study Organizer

Keep track of your ideas about the **BIG Question** in your unit Foldable.

Literature Online

Selection Resources

For Selection Quizzes, eFlashcards, and Reading-Writing Connection activities, go to glencoe.com and enter QuickPass code GL19756u3.

Writing

Write a Scene Students should take one of the poem’s main events and rewrite it as a short-story scene. The speaker must be one of the characters, and a specific identifiable tone must be used.

Before You Read

Arachne

Connect to the Myth

Think of an activity that you enjoy doing and can do well. You might choose a sport, a hobby, or a subject in school.

Partner Talk With a partner, talk about the activity. How does it feel to be very good at something? Explain.

Build Background

The word *arachne* (ə rak' nē) means "spider" in Greek. Many words in the English language come from Greek. For example, spiders are arthropods, animals with jointed legs and segmented bodies. The word *arthropod* comes from the Greek words *arthron*, meaning "joint," and *pod*, meaning "foot." Arachnids are a group of animals that includes spiders, scorpions, ticks, and mites. Fear of spiders is called *arachnophobia*. The story of Arachne explains why spiders are named after her.

Vocabulary

obscure (əb skyoor') *adj.* not well-known (p. 407).
Few people know about the obscure town of Seashell.

amid (ə mid') *prep.* in the middle of (p. 408).
Maya found herself amid a crowd of strangers on the dance floor.

mortal (mōrt' əl) *adj.* destined to die; human (p. 408).
All things that live are mortal.

obstinacy (ob' stə nə sē) *n.* state of not giving in to argument, persuasion, or reason (p. 409).
When Tom crossed his arms in obstinacy, we knew that he would not give up easily.

descendants (di sen' dānts) *n.* people who have a common ancestor (p. 411).
Rob and Tania discovered that they are descendants of a famous explorer.

Meet Olivia E. Coolidge

"A good book should excite, amuse, and interest."

—Olivia E. Coolidge

Bringing the Past to Life As a writer, Olivia E. Coolidge tried to bring the past to life through her carefully researched biographies, histories, and retellings of ancient myths. Coolidge was born in London, England. She taught Greek, Latin, and English in Europe before moving to the United States in 1938.

Literary Works Coolidge wrote more than two dozen books for young people, including *Gandhi*, *The Statesmanship of Abraham Lincoln*, and *Egyptian Adventures*. "Arachne" was first published in 2001.

Olivia E. Coolidge was born in 1908 and died in 2006.



Literature Online

Author Search For more about Olivia E. Coolidge, go to glencoe.com and enter QuickPass code GL19756u3.

Before You Read

Focus

Bellringer Options



Literature Launchers: Pre-Reading Videos DVD, Selection Launcher

Daily Language Practice Transparencies 82, 83

Or ask: Are you afraid of spiders?

Have students brainstorm a list of adjectives they would use to describe spiders. Ask volunteers to sum up the class's attitude toward spiders, based on the descriptors they chose. Prompt students to make a generalization about how people feel about spiders. (*They will probably say that most people find spiders unappealing.*)

Vocabulary

Have students write one original sentence for each vocabulary word that they believe can be acted out by an individual or a small group. Then allow volunteers to read their sentences aloud and coach another student or a group of students to act it out.

Arachne 405

Approaching Level

DIFFERENTIATED INSTRUCTION



Vocabulary Preteaching Ask students to name someone they wouldn't expect to see on a magazine cover—a cousin, for example.

Ask: Why wouldn't you expect to see this person on a magazine? (*He or she is not well known—that is, obscure.*) Have a student draw a family tree on the board. Choose someone near the top and have the student circle that person's descendants. **Ask: How many of the people in the family tree are**

mortal? How many in this classroom are mortal? (*all of them*) Why? (*All humans must die.*) Have a student demonstrate obstinacy.

Ask: How else might we describe this behavior? (*stubborn, pig-headed*) Have a student draw several X's in a group on the board. Have another student draw an O amid the X's.

English Learners

DIFFERENTIATED INSTRUCTION



Vocabulary Preteaching Have students scan the selection and identify the vocabulary words. Have them read the sentence in which the word appears to see how the word is used in context. Then, have students compare their understanding to the definition of each word.

Before You Read

Focus

Summary

Arachne is a gifted weaver. In her pride, she brags that even the goddess Athene can not weave a cloth as lovely as her work. Athene hears this boast and challenges Arachne. The two weave together in the workshop of Arachne's father. Athene weaves a cloth depicting the fate of mortals who have defied the gods. Arachne weaves a design showing cruel and petty acts committed by the gods. Furious, Athene tears Arachne's cloth and turns Arachne into the first spider. The Greeks took this myth as a lesson about the dangers of mortals believing they could equal the gods.

Literary Element

Myth Encourage students to think about American "mythology" as exemplified by tall tales about Paul Bunyan and others. Ask them to summarize the tales they can remember and tell what values the stories depict.

Reading Strategy

Make Generalizations About Plot

Point out that students often make generalizations on their own. Ask what generalization they might make about bananas after tasting one for the first time.

TRY IT

Dogs make good pets.

Other options for teaching this selection can be found in

- Interactive Read and Write for On-Level Learners, pp. 141–152
- Interactive Read and Write for English Learners, pp. 141–152
- Interactive Read and Write for Approaching Level Learners, pp. 141–152

Set Purposes for Reading

BQ BIG Question

As you read, ask yourself, what personality traits does Arachne have?

Literary Element Myth

A **myth** is a traditional story that deals with gods and goddesses, heroes, and supernatural forces. A myth might explain a belief, a custom, or a force of nature.

Myths are important because they tell readers about the beliefs and values of a group of people. Reading myths can help you understand different aspects of the world or of human nature.

As you read, ask yourself, what values does this myth teach?

Reading Strategy Make Generalizations About Plot

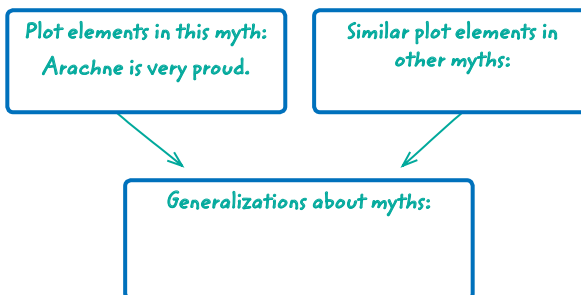
A **generalization** is a broad statement that applies to many facts or situations. When you make **generalizations about plot**, you make broad statements based on the events in a story. For example, after reading a myth in which a god solves a problem on Earth, you might generalize that in myths, gods often interfere with life on Earth.

Making generalizations about plot can help you identify the common traits of myths or other types of literature.

To **make generalizations about plot**, think about

- what happens in the myth
- other myths that have similar plots
- what all these plot elements may reveal about myths as a whole

In order to think about the common traits of myths, you may find it helpful to use a graphic organizer like the one below.



Learning Objectives

For pages 405–413

In studying this text, you will focus on the following objectives:

Literary Study: Analyzing myth.

Reading: Analyzing plot.

TRY IT

Make Generalizations One day your friend tells you how much he loves his pet dog. On the television news that evening, you watch a story about how a dog saves its owner's life. What generalization do you make about dogs?

406 UNIT 3 What Makes You Who You Are?

English Learners

DIFFERENTIATED INSTRUCTION

Intermediate Ask: **How do you say spider in Spanish?** (*la araña*) Have students note the similarity between *araña* and Arachne. Point out that the Spanish word has the same root. Have students look up *arthropod* in a Spanish–English dictionary and note that this word, too, is a cognate.



Beginning Pair beginners with more experienced English learners for the Partner Talk activity on p. 405. Allow them time to look up the names of the activities in English before they begin.

ARACHNE

Olivia E. Coolidge

Arachne was a maiden who became famous throughout Greece, though she was neither wellborn nor beautiful and came from no great city. She lived in an **obscure** little village, and her father was a humble dyer of wool. In this he was very skillful, producing many varied shades, while above all he was famous for the clear, bright scarlet which is made from shellfish, and which was the most glorious of all the colors used in ancient Greece. Even more skillful than her father was Arachne. It was her task to spin the fleecy wool into a fine, soft thread and to weave it into cloth on the high, standing loom within the cottage. Arachne was small and pale from much working. Her eyes were light and her hair was a dusty brown, yet she was quick and graceful, and her fingers, roughened as they were, went so fast that it was hard to follow their flickering movements. So soft and even was her thread, so fine her cloth, so gorgeous her embroidery, that soon her products were known all over Greece. No one had ever seen the like of them before.

At last Arachne's fame became so great that people used to come from far and wide to watch her working. Even the graceful nymphs would steal¹ in from stream or forest and peep shyly through the dark doorway, watching in

¹ Here, to **steal** is to move secretly so that no one sees you.

Vocabulary

obscure (əb skyoor*) *adj.* not well-known

BQ BIG Question

What is one of Arachne's character traits?

1

Myth What do people value in the culture from which this myth comes?

Teach

BQ BIG Question

Arachne is a hard worker and a skillful weaver.

Literary Element

1

Myth The people value beautiful handmade materials such as Arachne's cloth.



For additional literary element practice, see Unit 3 Teaching Resources, p. 188.

Cultural History

Weaving In ancient Greece, weaving was a task of all women, regardless of wealth or social position. Wealthy women would weave elaborate and decorative cloths, while poorer women wove the rough homespun for everyday clothing. Athena was the patron of weavers, so her involvement in this myth is particularly significant.



For an audio recording of this selection, use Listening Library Audio CD-ROM.

Arachne 407

Advanced Learners

DIFFERENTIATED INSTRUCTION



Research and Synthesize Have students pair up and ask them to think of other myths that feature spiders (examples may include Anansi the Spider and the Navajo myths of Spider Woman and Spider Man). Tell students to jot notes about the myths, including the main plot points, the morals highlighted by the stories, and whether the spider is viewed in a positive or negative light. Then have students conduct online research to find more spider

myths and take notes on these, too. Encourage students to compare and contrast these spider myths with "Arachne" as they read. Ask what similarities and differences they find. (*Possible answers: Weaving was seen as women's work in many cultures; various cultures value certain personality traits differently.*)

Readability Scores

Dale-Chall: 9.1

DRP: 61

Lexile: 1250

UNIT THREE

Teach

Vocabulary

1

Multiple Meanings Have students look up the meanings of *distaff* in the dictionary. Ask why the name of this weaving implement has also come to mean “pertaining to women.”

BQ BIG Question

Arachne’s character flaw is pride.

Reading Strategy

2

Make Generalizations About Plot

Conflict results when humans challenge the power of the gods.

APPROACHING Ask: *With whom does Arachne have a conflict?*

(the old woman) What does Arachne do to bring about the conflict? *(She claims that she is a better weaver than Athene.)*

For additional reading skill or strategy practice, see Unit 3 Teaching Resources, p. 189.

Reading Practice

Compare and Contrast Characters

Remind students that when they compare and contrast characters, they look for ways in which characters are alike and different. Have students use a Venn diagram to compare and contrast Arachne and Athene. When they have finished, ask: **Do you think gods in Greek myths are very different from mortals?** (Possible answer: No, both are prone to anger and pride.)

1

wonder the white arms of Arachne as she stood at the loom and threw the shuttle² from hand to hand between the hanging threads, or drew out the long wool, fine as a hair, from the **distaff** as she sat spinning. “Surely Athene³ herself must have taught her,” people would murmur to one another. “Who else could know the secret of such marvelous skill?”

Arachne was used to being wondered at, and she was immensely proud of the skill that had brought so many to look on her. Praise was all she lived for, and it displeased her greatly that people should think anyone, even a goddess, could teach her anything. Therefore when she heard them murmur, she would stop her work and turn round indignantly to say, “With my own ten fingers I gained this skill, and by hard practice from early morning till night. I never had time to stand looking as you people do while another maiden worked. Nor if I had, would I give Athene credit because the girl was more skillful than I. As for Athene’s weaving, how could there be finer cloth or more beautiful embroidery than mine? If Athene herself were to come down and compete with me, she could do no better than I.”

2

One day when Arachne turned round with such words, an old woman answered her, a gray old woman, bent and very poor, who stood leaning on a staff and peering at Arachne **amid** the crowd of onlookers. “Reckless girl,” she said, “how dare you claim to be equal to the immortal gods themselves? I am an old woman and have seen much. Take my advice and ask pardon of Athene for your words. Rest content with your fame of being the best spinner and weaver that **mortal** eyes have ever beheld.”

“Stupid old woman,” said Arachne indignantly, “who gave you a right to speak in this way to me? It is easy to

2 A **shuttle** is the part of a loom that moves thread back and forth.

3 **Athene** (also spelled *Athena*) is the Greek goddess of wisdom and the arts and crafts. In Roman myths, she is called Minerva.

Vocabulary

amid (ə mid') *prep.* in the middle of

mortal (môrt'əl) *adj.* destined to die; human

408 UNIT 3 What Makes You Who You Are?

Visual Vocabulary

A **distaff** is a stick used for spinning, on which wool, flax, cotton, or other fibers are held. The fibers are drawn off the distaff and twisted into thread by hand onto a spindle.

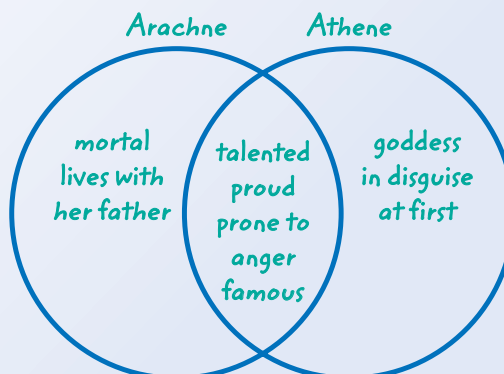


BQ BIG Question

What is Arachne’s character flaw?

Make Generalizations

About Plot What generalization can you make about conflicts in myths?





Allegory of Dialectic (also known as *Arachne*), 1575–1577. Oil on canvas, 220 x 150 cm. Sala del Collegio, Palazzo Ducale, Venice.

see that you were never good for anything in your day, or you would not come here in poverty and rags to gaze at my skill. If Athene resents my words, let her answer them herself. I have challenged her to a contest, but she, of course, will not come. It is easy for the gods to avoid matching their skill with that of men.”

At these words the old woman threw down her staff and stood erect. The wondering onlookers saw her grow tall and fair and stand clad in long robes of dazzling white. They were terribly afraid as they realized that they stood in the presence of Athene. Arachne herself flushed red for a moment, for she had never really believed that the goddess would hear her. Before the group that was gathered there she would not give in; so pressing her pale lips together in **obstinacy** and pride, she led the goddess to one of the great looms and set herself before the other. Without a word both began to thread the long woolen strands that hang from the rollers, and between which the shuttle moves back and forth. Many skeins⁴ lay heaped beside them to use, bleached white, and gold, and scarlet, and other shades, varied as the rainbow. Arachne had never thought of giving credit for her success to her

⁴ **Skeins** are continuous strands of yarn or thread coiled in a bundle.

Vocabulary

obstinacy (ob'stə nə sə) *n.* state of not giving in to argument, persuasion, or reason

View the Art If you saw this painting without its title, how would you know that the woman in the painting is Arachne?

3 **Myth** Who might this old woman be?

UNIT THREE

Teach

Literary Element

3

Myth She might be Athene.

APPROACHING **Ask:** What other myths have you read in which characters are in disguise? Why might you think the old woman is really Athene? (Possible answer: Gods sometimes disguise themselves as old people.)

Cultural History

Ancient Looms Arachne would probably have woven her cloth on a vertical loom, the most common type of loom at the time. The most basic type consisted of threads that hung from the ceiling and had weights attached at the bottom. The weaver would weave threads back and forth through the suspended threads, called weft threads. **Ask:** Have you ever seen a loom? Describe what it looked like. (Students may describe standing looms, backstrap looms, or other forms.)

View the Art

A clue to identifying the woman in the picture as Arachne is that she seems to be gracefully weaving a web in the air. **Ask:** What features in the painting indicate that it does not represent someone in the modern world? (Arachne's clothes and hair, the style of the architecture behind her)

Arachne 409

English Learners

DIFFERENTIATED INSTRUCTION



Intermediate Have students work in small groups to make sure that they understand the text. Tell students to read each paragraph independently and list the words they do not understand and cannot guess from context clues. The groups can share their lists, and students who know the words on other

students' lists can provide definitions. Have students use a dictionary to look up the remaining words on the lists. Challenge students to take turns summarizing the events in each paragraph to help clarify their understanding. Other group members may chime in with corrections or clarifications.

Advanced Have students retell the story of Arachne up to this point in their own words. Encourage them to mention the setting and describe the characters in addition to recounting the events.

UNIT THREE

Teach

Literary Element

1

Myth She is warning Arachne not to defy the gods.

View the Art

Minerva was believed to be a Roman goddess similar to the Greek goddess Athene and Neptune, the Roman god of the sea. **Ask:** **How does this painting convey the idea that Minerva is a goddess?** (*She is sitting on clouds and looks otherworldly.*)



The Dispute Between Minerva and Neptune over the Naming of the City of Athens.
Rene Antoine Houasse. Chateaux de Versailles et de Trianon, Versailles, France.

father's skill in dyeing, though in actual truth the colors were as remarkable as the cloth itself.

Soon there was no sound in the room but the breathing of the onlookers, the whirring of the shuttles, and the creaking of the wooden frames as each pressed the thread up into place or tightened the pegs by which the whole was held straight. The excited crowd in the doorway began to see that the skill of both in truth was very nearly equal, but that, however the cloth might turn out, the goddess was the quicker of the two. A pattern of many pictures was growing on her loom. There was a border of twined branches of the olive, Athene's favorite tree, while in the middle, figures began to appear. As they looked at the glowing colors, the spectators realized that Athene was weaving into her pattern a last warning to Arachne. The central figure was the goddess herself competing with Poseidon for possession of the city of Athens; but in the four corners were mortals who had tried to strive⁵ with gods and pictures of the awful fate that had overtaken them. The goddess ended a little before Arachne and stood

1

⁵ **Strive** means "to struggle in opposition."

Myth What warning is Athene weaving into her design?

410 UNIT 3 What Makes You Who You Are?

Reading Practice

Research Greek Mythology Athene's design features images of mortals who face punishment for challenging the gods. Have students work with partners to conduct research on stories of humans in Greek mythology who try to challenge the gods. Encourage them to find at least two relevant stories. Pairs can write a brief summary of each

example they find. They should also think about which scene from each story Athene probably wove into her cloth. They should then draw a picture of this key scene. When pairs finish, have them share their work with the class.

back from her marvelous work to see what the maiden was doing.

Never before had Arachne been matched against anyone whose skill was equal, or even nearly equal to her own. As she stole glances from time to time at Athene and saw the goddess working swiftly, calmly, and always a little faster than herself, she became angry instead of frightened, and an evil thought came into her head. Thus as Athene stepped back a pace to watch Arachne finishing her work, she saw that the maiden had taken for her design a pattern of scenes which showed evil or unworthy actions of the gods, how they had deceived fair maidens, resorted to trickery, and appeared on earth from time to time in the form of poor and humble people. When the goddess saw this insult glowing in bright colors on Arachne's loom, she did not wait while the cloth was judged, but stepped forward, her grey eyes blazing with anger, and tore Arachne's work across. Then she struck Arachne across the face. Arachne stood there a moment, struggling with anger, fear, and pride. "I will not live under this insult," she cried, and seizing a rope from the wall, she made a noose and would have hanged herself.

The goddess touched the rope and touched the maiden. "Live on, wicked girl," she said. "Live on and spin, both you and your **descendants**. When men look at you they may remember that it is not wise to strive with Athene." At that the body of Arachne shriveled up, and her legs grew tiny, spindly, and distorted. There before the eyes of the spectators hung a little dusty brown spider on a slender thread.

All spiders descend from Arachne, and as the Greeks watched them spinning their thread wonderfully fine, they remembered the contest with Athene and thought that it was not right for even the best of men to claim equality with the gods. 🕷️

Vocabulary

descendants (di sen' dants) *adj.* people or animals with a common ancestor

2

Make Generalizations

About Plot What generalization can you make about who wins conflicts between mortals and gods?

Arachne 411

UNIT THREE

Teach

Reading Strategy

2

Make Generalizations About Plot

Gods win such conflicts.

BQ BIG Question

It teaches that excessive pride and lack of humility before the gods are traits that will be punished.



To check students' understanding of the selection, see Unit 3 Teaching Resources, pp. 193–194.

BQ BIG Question

What does this myth teach about character traits?

English Learners

DIFFERENTIATED INSTRUCTION



Partners Intermediate Have students pair up to help each other check their factual comprehension of the story. Ask each student to write five factual questions about the myth to ask his or her partner (*e.g., What did Arachne look like? What was her cloth like?*). The partners can then answer the questions orally. Encourage students to include as much

detail as possible in their responses. Tell them that they may consult the text if they can't remember some details. You may have students do this activity in homogeneous pairs or in heterogeneous pairs, with the more advanced learner asking the questions and the less advanced learner giving simpler answers.

Beginning To help students confirm their comprehension of the myth, have them complete simple sequence-of-events charts listing the key events in the story. Allow students to use short phrases to describe the events.

After You Read

Assess

For additional assessment, see Assessment Resources, pp. 105–106.

Respond and Think Critically

Possible answers:

1. Her father is a dyer of wool.
2. Arachne claims to be better at weaving than the goddess Athene. She challenges the goddess to a weaving contest. The goddess weaves a picture to warn Arachne, but Arachne weaves a picture that offends the goddess. Athene turns Arachne into a spider.
3. She tries to warn Arachne not to insult Athene.
4. Arachne's design shows how the gods trick mortals. They both show humans and gods interacting.
5. Students might say that Athene would have shown more mercy.
6. Arachne could have been more humble. She could have recognized that some of her skill and fame was due to her father's influence and dyeing talents.

Daily Life and Culture

1. Students might say that the characters are typical of a myth: the townspeople respect the gods, and Athene is shown as wise and respectable, a goddess worth worshipping as a protector.
2. Students may say that the spinning competition scene or Arachne being turned into a spider might appear on an ancient Greek vase.

After You Read

Respond and Think Critically

1. What is Arachne's father's profession? **[Recall]**
2. Summarize what happens in the myth. **[Summarize]**
3. What is the reason that Athene first appears as an old woman instead of as a goddess? **[Infer]**
4. What does Arachne's design show? How is her design similar to Athene's? **[Compare]**
5. If Arachne had not insulted Athene with her design, do you think Athene still would have turned Arachne into a spider? Explain your answer. **[Analyze]**
6. **BQ** **BIG Question** Think about the character traits that lead Arachne to her unfortunate fate. What changes could she have made to avoid her fate? **[Conclude]**

TIP

Comparing

Here are some tips to help you answer question 4. Remember that when you compare, you tell how things are similar.

- Describe Arachne's design.
- Describe Athene's design.
- How are the designs similar?
- How are the purposes of the designs similar?



Keep track of your ideas about the **BIG Question** in your unit Foldable.

Daily Life and Culture

Gods and Myths in Ancient Greece

Mythology played an important role in the lives of the ancient Greeks. They prayed to the gods for protection and prosperity. Every city had at least one official god or goddess to worship.

For example, Athene was the official goddess and protector of Athens.

Myths provided examples of how humans should behave.



These stories were handed down from generation to generation as a means of communicating the values of an earlier culture. Greek sculptors created statues of gods and goddesses, and artists painted mythological scenes on vases, all to preserve their stories.

Group Activity Discuss the following questions with your classmates.

1. Are the characters in "Arachne" typical of characters you might expect to find in a myth? Explain.
2. Which scenes from "Arachne" might have appeared on an ancient Greek vase?

412 UNIT 3 What Makes You Who You Are?

Research Practice



Generate a Question Have students work in groups to generate a usable research question for a report on ancient Greek art. Remind them that the question must be focused enough to direct their research, yet broad enough to allow for a more complex answer than a simple *yes* or *no*. Students can test their question by doing online research to see whether it leads to useful information.

Literary Element Myth

1. A myth often expresses the customs and beliefs of a society. What does the myth of Arachne tell you about what the Greeks thought of spiders?
2. What other myths have you read that explain a natural event?

Review: Oral Tradition

As you learned on page 222, a society's **oral tradition** is the stories, customs, and beliefs passed by word of mouth from one generation to the next. Oral literature was a way of recording the past, glorifying leaders, and teaching morals and traditions to young people.

3. Why might parents have told the myth of Arachne to their children?
4. How does the myth of Arachne express the customs and beliefs of the ancient Greeks?

Reading Strategy Make Generalizations About Plot

Test Skills Practice

5. Like many myths, this story involves a conflict between
 - A. a girl and her father.
 - B. gods and mortals.
 - C. two young school friends.
 - D. two brothers.

Vocabulary Practice

Synonyms/Antonyms: Identifying

Identify whether each set of paired words has the same meaning or the opposite meaning. Then write a sentence using each vocabulary word, or draw or find a picture that represents each word.

obscure and unknown
amid and among
mortal and godlike
obstinacy and flexibility
descendants and ancestors

Example:

obscure and unknown = same meaning

Sentence: In Matt's advanced computer-science course, he learned obscure information about how the Internet works.

Academic Vocabulary

Despite warnings, Arachne persisted in **equating** her weaving ability with that of the goddess Athene.

A main theme in this myth addresses the abilities of humans compared to the abilities of gods and goddesses. Using context clues, show your understanding of the word *equating* as used in the sentence above. Check your answer in a dictionary.



Literature Online

Selection Resources For Selection Quizzes, eFlashcards, and Reading-Writing Connection activities, go to glencoe.com and enter QuickPass code GL19756u3.

Arachne 413

English Learners

DIFFERENTIATED INSTRUCTION



Intermediate Point out to students that *equal* is a cognate and ask them to supply the Spanish equivalent (*igual*). When they have shown their understanding of *equating*, you may mention that it, too, is a cognate. The Spanish is *equiparar*.

Approaching Level

DIFFERENTIATED INSTRUCTION



Emerging Remind students that context clues are words and phrases in a text that can help them guess the meaning of an unfamiliar word. Tell students to reread Arachne's speeches in the myth for additional clues to the meaning of *equating*.

After You Read

Assess

Literary Element

1. Students may say that the myth shows that the Greeks respected spiders as though they were great artists.
2. Students may mention "The End of the World" or "How the Snake Got Poison."
3. The myth warns children to respect their elders. It teaches that pride and arrogance may bring about unfortunate consequences.
4. It passes along the cultural importance of cloth-making, respect for the gods, and distaste for pride and arrogance and eventually leads to a conflict with a god. The god wins, punishes the human, and teaches him or her a lesson.

Reading Strategy

5. B

Vocabulary Practice

obscure and unknown: same
amid and among: same
mortal and godlike: opposite
obstinacy and flexibility: opposite
descendants and ancestors: opposite

Academic Vocabulary

In this context, *equating* means "regarding or treating as comparable."

Progress Check

Can students comprehend vocabulary?

If...fewer than 2 answers are correct

Then... Glencoe Interactive Vocabulary CD-ROM.

Assess

Respond Through Writing

Expository Essay

Students expository essays should

- include a clear introduction, body, and conclusion
- list causes and show logical effects
- cite several examples from the text
- reach a logical conclusion based on the examples they cited
- use correct grammar and punctuation

Teaching Note

Conflict Students should demonstrate understanding that cause-and-effect relationships in this plot push it forward by creating conflict. Arachne's pride and arrogance cause Athene to be offended. The goddess's appearing as a defiant old woman causes Arachne to insult her. Arachne's insult causes the goddess to appear as herself. Arachne's pride causes her to compete with Athene. Then her unwillingness to lose causes her to insult the goddess again. The insult causes Athene to punish Arachne. Causes and effects support the theme of the myth by showing that human folly brings about dire consequences.



Respond Through Writing

Expository Essay

Analyze Cause and Effect In "Arachne," a stubborn young woman discovers that her skills are no match for an angry goddess. In a short essay, describe how the cause-and-effect relationships in the myth push the plot forward and support the theme.

Understand the Task A **cause** is that which makes something happen. An **effect** is what happens as the result of the cause. They may control the plot and outcome of a story. Analyzing **cause-and-effect relationships** means exploring reasons and examining results.

Prewrite Think of three cause-and-effect relationships in the myth. Then think about how each relationship affects the myth's plot or theme. Keep track of your findings in a chart like the one below.

Effect (Event)	Cause	Effect on Plot or Theme

Draft Before you begin, make an overall plan. For example, you may decide to write an introduction, a paragraph about how cause-and-effect relationships affect plot, a paragraph about how those relationships affect theme, and a conclusion. These sentence frames might help you introduce the body paragraphs of your essay:

Cause-and-effect relationships push the plot forward because _____.

Cause-and-effect relationships support the theme of the myth because _____.

Revise After you write your first draft, read it to determine whether you have supported the main idea of each paragraph with strong examples. Revise as necessary so that your examples support your points.

Edit and Proofread Proofread your paper, correcting any errors in spelling, grammar, and punctuation. See the Word Bank in the side column for words you might use in your expository essay.

Learning Objectives

For page 414

In this assignment, you will focus on the following objectives:

Writing:

Writing an expository essay. Analyzing cause-and-effect relationships.

Word Bank

Following are some useful words you might want to include in your essay. Check their meanings in a dictionary first to make sure you use them correctly.

acknowledge
capabilities
consequence
impact
precede

414 UNIT 3 What Makes You Who You Are?



Writing Practice



Word Use To make sure that students understand the meanings of the vocabulary words from the selection and the words in the word bank, have them create sentences that use one vocabulary word and one word bank word. For example: *What we do to the environment today will have an impact on our descendants.* Then organize students into

small groups and have them create paragraphs that include as many vocabulary words and word bank words as possible. Have each group read their paragraph aloud and ask other students whether the group has used the vocabulary and the word-bank words correctly.

Focus

Bellringer Options

Daily Language Practice
Transparencies 84, 85

Or show students various kinds of books—textbooks, graphic novels, novels, or biographies. **Ask:** *What are these books good for?* (Students may say that you can learn from them or that they are entertaining.) **Ask:** *Are any of them dangerous? Why or why not?* (Students may say they are not dangerous because they are only books.)

Literary Element

Author's Purpose Students may find it helpful to give examples of types of writing or speaking that entertain, inform, persuade, or express emotion before they begin reading.

Reading Skill

Compare and Contrast Point out that comparing and contrasting is part of the way we make decisions. For example, we compare food choices on a menu to decide which one we will eat, and we compare the covers of books when we decide which one to read.

Comparing Literature

The Fun They Had and Why Books Are Dangerous

BQ BIG Question

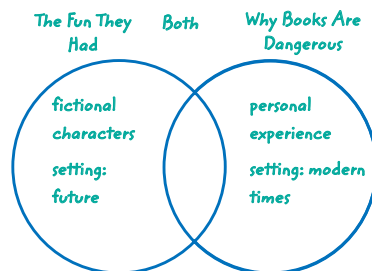
As you read these paired selections, think about why books are important to the main characters. How do books help make us who we are?

Literary Element Author's Purpose

The **author's purpose** is his or her intention for writing—to entertain, to inform or explain, to persuade, or even to express emotion. An author often has more than one purpose. You can begin to identify the author's purpose by looking at the author's choice of words and the way in which he or she organizes the writing. As you read, look for clues—such as factual information (to inform), a story (to entertain), or ideas to influence readers (to persuade)—to determine each author's purpose for writing.

Reading Skill Compare and Contrast

Learning to **compare and contrast** two different texts helps you see how the texts are alike or different. You can understand literature better when you compare and contrast the authors' purposes and notice how each author relays a theme through characters, actions, and images. On the following pages, you will compare and contrast the authors' purposes of "The Fun They Had" and "Why Books Are Dangerous." These selections share a subject—books—but their authors deal with that subject quite differently. Use a Venn diagram like the one below to record clues to the authors' purposes as you read the selections.



Learning Objectives

For pages 415–425

In studying these texts, you will focus on the following objectives:

Literary Study: Analyzing author's purpose.

Reading: Comparing author's purpose.

Writing: Writing a response to literature.

Meet the Authors



Isaac Asimov

Asimov wrote more than 400 books before he died in 1992.



Neil Gaiman

Neil Gaiman writes comic books, novels, picture books, stories, and screenplays.



Literature Online

Author Search For more about Isaac Asimov and Neil Gaiman, go to glencoe.com and enter QuickPass code GL19756u3.

COMPARING LITERATURE 415

English Learners

DIFFERENTIATED INSTRUCTION

Partners Intermediate Have students pair up to discuss their favorite books. Each partner should make a list of questions such as "What is your favorite book?" "What is it about?" and "Why do you like it?" Then, students should take turns interviewing each

other about their favorite books. Make sure they write down the answers to their interview questions. Afterwards, have each student give a short summary of what was learned about his or her partner.

Teach

Comparing Literature

1

ADVANCED The story takes place in the future in the year 2157. Margie writes the date in her diary.

Ask: What do you think the author's purpose might be for setting this story in the future? (Students may say that the author is able to suggest how the future might be different from the present.)

For audio recordings of these selections, use Listening Library Audio CD-ROM.

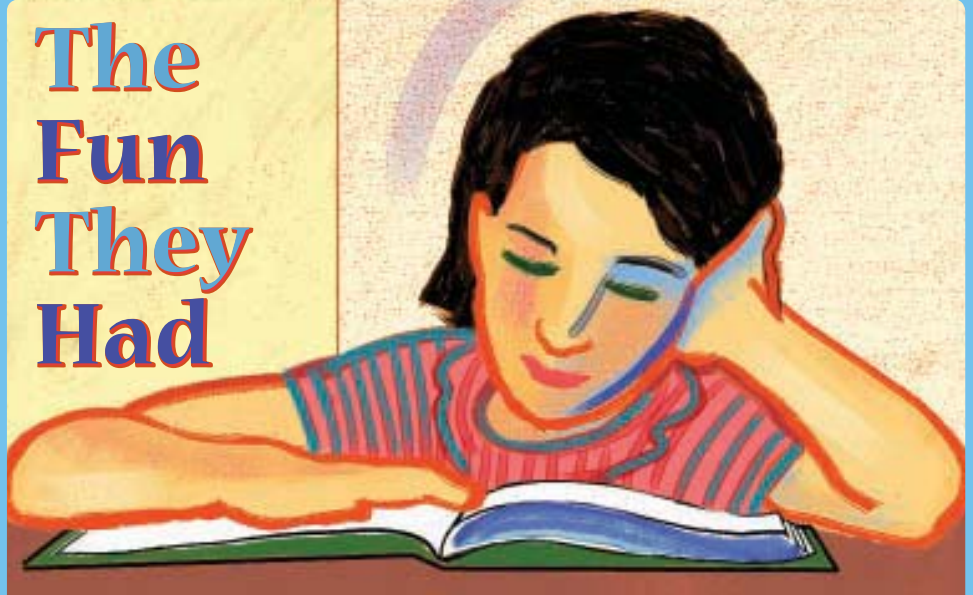
Readability Scores

Dale-Chall: 4.8

DRP: 46

Lexile: 740

The Fun They Had



Isaac Asimov

1

Margie even wrote about it that night in her diary. On the page headed May 17, 2157, she wrote, "Today Tommy found a real book!"

It was a very old book. Margie's grandfather once said that when he was a little boy *his* grandfather told him that there was a time when all stories were printed on paper.

They turned the pages, which were yellow and crinkly, and it was awfully funny to read words that stood still instead of moving the way they were supposed to—on a screen, you know. And then, when they turned back to the page before, it had the same words on it that it had had when they read it the first time.

"Gee," said Tommy, "what a waste. When you're through with the book, you just throw it away, I guess. Our television screen must have had a million books on it and it's good for plenty more. I wouldn't throw it away."

Comparing Literature The setting of a story can tell you something about the author's purpose. When does this story take place? How do you know?

416 UNIT 3 What Makes You Who You Are?

Reading Practice

SPIRAL REVIEW **Predict** Remind students that predicting means guessing what will happen later in the story. Students can make predictions using what they have already read. After students have read the first page of the story, have them predict what the children will do with the book. Make sure predictions are based on information from the story. Write the predictions on the board. Then have students

read the next page. With the class, cross off any predictions that have proven incorrect and write new ones based on new information. Continue in this way throughout the story.

SPIRAL REVIEW **Point of View** Remind students that first-person point of view is expressed as "I" and "we," whereas third-person point of view is expressed as "he," "she," and "they." **Ask:** From what point of view is this story told? (third person)

"Same with mine," said Margie. She was eleven and hadn't seen as many telebooks as Tommy had. He was thirteen.

She said, "Where did you find it?"

"In my house." He pointed without looking, because he was busy reading. "In the attic."

"What's it about?"

"School."

Margie was scornful. "School? What's there to write about school? I hate school."

Margie always hated school, but now she hated it more than ever. The mechanical teacher had been giving her test after test in geography, and she had been doing worse and worse until her mother had shaken her head sorrowfully and sent for the County Inspector.

He was a round little man with a red face and a whole box of tools with dials and wires. He smiled at Margie and gave her an apple, then took the teacher apart. Margie had hoped he wouldn't know how to put it together again, but he knew how all right, and, after an hour or so, there it was again, large and ugly, with a big screen on which all the lessons were shown and the questions were asked. That wasn't so bad. The part Margie hated most was the slot where she had to put homework and test papers. She always had to write them out in a punch code they made her learn when she was six years old, and the mechanical teacher calculated the mark¹ in no time.

The Inspector had smiled after he was finished and patted Margie's head. He said to her mother, "It's not the little girl's fault, Mrs. Jones. I think the geography sector was geared a little too quick. Those things happen sometimes. I've slowed it up to an average ten-year level. Actually, the overall pattern of her progress is quite satisfactory." And he patted Margie's head again.

Margie was disappointed. She had been hoping they would take the teacher away altogether. They had once

¹ A **mark** is another word for a grade, such as an *A* or a *B*.

2

Comparing Literature What purpose does the description of the teacher serve?

3

Comparing Literature Why does the author include this detail?

Comparing Literature

Teach

Comparing Literature

2

Students may say that the description paints an unpleasant picture of who may be the teachers of the future: large, ugly machines.

Comparing Literature

3

Some students may say that the detail about repairing the mechanical teacher suggests what school in the future will be like and why Margie hates it—it's lonely because there isn't anyone to interact with.

Language History

Made-up Words Asimov makes up his own word for the "books" the children are used to reading: *telebooks*. The prefix *tele-* means "at a distance" and is related to the Greek word for "far off." Other words that contain this prefix are *television*, *telegram*, and *telephone*.

COMPARING LITERATURE 417

English Learners

DIFFERENTIATED INSTRUCTION



Partners Intermediate Have students pair up and then ask them to think about Margie's reasons for hating school. Guide students in summarizing the main things she seems to dislike. **Ask:** *Have you ever felt discouraged because something was difficult to learn? Have you ever said "I hate this"*

because you didn't do well? Have students discuss with their partners the times they disliked learning something because it was difficult.

Advanced Ask students to describe both the County Inspector and the mechanical teacher. Then have them compare and contrast the two "characters." **Ask:** *Which is more like a teacher in today's world? Why?* (Answers will vary, but students will probably say that the Inspector is more like a modern teacher.)

Teach

Comparing Literature

1

APPROACHING Students may say that the author has two purposes: to entertain and to persuade. It is amusing to think that Margie does not understand how a human being could be a teacher. It is also frightening to think that people of the future will have lost the idea of transferring knowledge from one human being to another. If students are having difficulty, ask them to describe their emotional reaction to the conversation. This may give them clues to the author's purpose.

Comparing Literature

2

Some students may say that the author wants to persuade readers that automating teaching to tailor it to each student's learning style will force educators toward automated instruction.

taken Tommy's teacher away for nearly a month because the history sector had blanked out completely.

So she said to Tommy, "Why would anyone write about school?"

Tommy looked at her with very superior eyes. "Because it's not our kind of school, stupid. This is the old kind of school that they had hundreds and hundreds of years ago." He added loftily,² pronouncing the word carefully, "*Centuries* ago."

Margie was hurt. "Well, I don't know what kind of school they had all that time ago." She read the book over his shoulder for a while, then said, "Anyway, they had a teacher."

"Sure they had a teacher, but it wasn't a *regular* teacher. It was a man."

"A man? How could a man be a teacher?"

"Well, he just told the boys and girls things and gave them homework and asked them questions."

"A man isn't smart enough."

"Sure he is. My father knows as much as my teacher."

"He can't. A man can't know as much as a teacher."

"He knows almost as much, I betcha."

Margie wasn't prepared to dispute³ that. She said, "I wouldn't want a strange man in my house to teach me."

Tommy screamed with laughter. "You don't know much, Margie. The teachers didn't live in the house. They had a special building and all the kids went there."

"And all the kids learned the same thing?"

"Sure, if they were the same age."

"But my mother says a teacher has to be adjusted to fit the mind of each boy and girl it teaches and that each kid has to be taught differently."

"Just the same, they didn't do it that way then. If you don't like it, you don't have to read the book."

"I didn't say I didn't like it," Margie said quickly. She wanted to read about those funny schools.

² *Loftily* means "showing more than the necessary pride in oneself."

³ To *dispute* is to quarrel or argue about something.

Comparing Literature

What do you think the author's purpose is for including this conversation?

Comparing Literature Why does the author include this detail?

418 UNIT 3 What Makes You Who You Are?



Writing Practice



Write a Scene Point out to students that some of the humor in this story comes from Margie's ignorance of how teachers and schools were set up in the past. Have them imagine a future world in which something we take for granted is different; for example, a world in which people no longer use cars for transportation, food is no longer grown on

farms, or money is no longer used. Have them imagine what a conversation between two future people—one who knows about the past and one who doesn't—would be like. Invite them to write a scene in which one person tries to explain the "way it used to be." Before students begin, point out sentences in which the characters in Asimov's story

react to each other, such as "Tommy looked at her with very superior eyes" and "Tommy screamed with laughter." Explain that showing these reactions helps readers understand the conversation. Encourage students to describe the reactions of the characters in their scenes.

Teach

Comparing Literature

3

Margie is fascinated by the idea that school in the past was so different from her school. The author may be suggesting that using robots or other kinds of electronic teaching aids will not necessarily improve education or help children enjoy learning.

View the Art

Student may say the painting is a little mysterious but interesting, like the story. Tell students that the title of the painting, *La Nina del Chupetin*, means “the girl with the lollipop” in Spanish. It was painted by an artist in Argentina. **Ask:** *If you did not know the title of the painting, would you know that it was set in a Spanish-speaking country? Why?* (No, because there are no words in the painting and girls in many parts of the world eat candy.)

They weren’t even half-finished when Margie’s mother called, “Margie! School!” Margie looked up. “Not yet, Mamma.” “Now!” said Mrs. Jones. “And it’s probably time for Tommy, too.”

Margie said to Tommy, “Can I read the book some more with you after school?”

“Maybe,” he said nonchalantly.⁴ He walked away whistling, the dusty old book tucked beneath his arm.

Margie went into the schoolroom. It was right next to her bedroom, and the mechanical teacher was on and waiting for her. It was always on at the same time every day except Saturday and Sunday, because her mother said little girls learned better if they learned at regular hours.

⁴ **Nonchalantly** means “with a lack of interest or enthusiasm.”

La Nina del Chupetin. Graciela Genoves. Surbaran Galeria, Buenos Aires, Argentina.

3

Comparing Literature

Why is Margie so eager to read more of the book? What do you think the author is suggesting?

View the Art. What feeling do you get from this painting? Is it similar to the feeling you get from reading the story? Explain.



COMPARING LITERATURE 419

English Learners

DIFFERENTIATED INSTRUCTION

Partners Intermediate Draw students’ attention to the paragraph beginning “Margie did so with a sigh.” Invite a student volunteer to read aloud beginning with this paragraph through the end of the story. Then have students work in pairs to summarize the advantages, according to Margie, of the

“old schools.” Have each pair list three advantages. **Ask:** *What words tell you that Margie thinks school used to be more fun?* (laughing, shouting, together, help one another, talk)

Beginning Have English Learners make a list of unfamiliar words and sentences that seem unclear as they read this story. Have them use context or a dictionary to learn the meanings of the new words. Discuss any unclear passages with the group.

Teach

Comparing Literature

1

Students may say that the author is being humorous, because not all students today think that school is fun. They may also say that the author is trying to persuade readers that school in the future will be less enjoyable than it is today because it will lack the human touch provided by living teachers and friendly classmates.

Cultural History

The Printing Press In the 1400s, Johannes Gutenberg invented a machine that could print words on paper. This machine, known as a printing press, drastically changed the way books were printed. For the first time, books could be mass produced, which meant more people could own books. The first complete book printed by Gutenberg was the *Forty-two-line Bible*.



Boy and Dog Watching Television.
Artist unknown.

The screen was lit up, and it said: "Today's arithmetic lesson is on the addition of proper fractions. Please insert yesterday's homework in the proper slot."

Margie did so with a sigh. She was thinking about the old schools they had when her grandfather's grandfather was a little boy. All the kids from the whole neighborhood came, laughing and shouting in the schoolyard, sitting together in the schoolroom, going home together at the end of the day. They learned the same things, so they could help one another on the homework and talk about it.

And the teachers were people . . .

The mechanical teacher was flashing on the screen: "When we add the fractions $\frac{1}{2}$ and $\frac{1}{4}$ —"

Margie was thinking about how the kids must have loved it in the old days. She was thinking about the fun they had. 🐾

Comparing Literature What is the author's reason for ending the story with these words?

1

420 UNIT 3 What Makes You Who You Are?

Reading Practice

SPIRAL REVIEW



Compare and Contrast Explain to students that to compare and contrast, you find ways in which two things are similar and ways in which they are different. Remind students that this story shows how future students might learn. **Ask:** **How are the children's daily lives similar to your lives?**

How are their lives different? Before they answer, draw a Venn Diagram on the board. Write "My Life" over one circle, and "Margie's and Tommy's Lives" over the other. You may want to model filling out one or two similarities and differences. Then have students copy this Venn Diagram onto their own papers and

finish filling it out. Have students answer your question based on information from their diagrams.

Why Books Are Dangerous

Neil Gaiman

When I was a boy, I was almost always carrying a book. It might not have been obvious. Paperbacks were fairly easy to slip into pockets, after all. My father would frisk¹ me for books before family weddings or funerals; otherwise he knew that, while other people were being bored, I'd be sitting comfortably, probably under a table, off in my own world, reading.

¹ To **frisk** someone is to search for something by running one's hands quickly over the person's clothing and through the person's pockets.



Boy Reading. Lina Chesak.

1 **Comparing Literature** How do you know that books are important to the author?

Comparing Literature

Teach

Comparing Literature

1

ENGLISH LEARNERS You know that books are important to him because even when he was younger he tried to take a book with him wherever he went. Have English Learners paraphrase the main idea of this paragraph. Remind them that the first sentence of a paragraph often contains the main idea.

Writer's Technique

Titles Explain to students that writers carefully choose the title of a selection. In this case, the title "Why Books Are Dangerous" is not simply the topic of the selection, but it causes readers to ask questions about the selection such as How can books be dangerous? before they even begin to read.

Readability Scores

Dale-Chall: 5.9

DRP: 55

Lexile: 1090

COMPARING LITERATURE 421

English Learners

DIFFERENTIATED INSTRUCTION



Advanced On the board, copy the words and sentences shown here:

soccer
sweater
vacation

1. William's sister gave him a jumper for his birthday.

2. After exams, we will go on holiday to the mountains.

3. Our school's football team won the city tournament.

Explain that the underlined words have different meanings in the United States than they do in England. Ask students to replace each underlined word with the word Americans would use.

Approaching Level

DIFFERENTIATED INSTRUCTION



Emerging The author's voice is an important component of this selection. For this reason, students may have difficulty making the transition from the previous story to this one. Have students read the first paragraph aloud to get a feel for the rhythm and the tone of this author's writing.

Teach

Comparing Literature

1

Students will probably say that because books are important to the author, he doesn't really think that they are dangerous but is going to tell us some way in which they were dangerous for him.

View the Art

Have students look at the Norman Rockwell painting. Explain that Norman Rockwell was an early twentieth-century American painter who is famous for his depictions of everyday life. This painting shows an English schoolboy and a headmaster.

Ask: Do you think that the artist meant this painting to be funny? Do you think that it is funny? Explain your answers.

1

I liked books. I did not yet suspect that books were dangerous. I didn't care what the books were about, as long as they had a story of some kind—spy stories, horror stories, SF² or fantasy, histories, adventures, tales. I'd read true-life stories about people who caught spies or captured rare animals for zoos or people who hunted down man-eating tigers. I also was very fond of detectives and the books they came in. These were, I think, looking back on it, all very sensible things for a boy to like, and not the least bit dangerous.

The headmaster³ of my school in the south of England, a pipe-smoking, gruff gentleman who was famous for his precise and painful use of the slipper⁴ on boys who were sent to him

Comparing Literature Does the author really think that books are dangerous?

The Scholar. Norman Rockwell.
Saturday Evening Post Cover
June 26, 1926.

View the Art This painting shows a student and his teacher. Do you think the artist meant for this picture to be funny? Do you think the picture is funny? Explain your answers.



- 2 **SF** is short for "science fiction," which is fiction based on actual or imaginary developments or discoveries in science, often futuristic or fantastic.
- 3 A **headmaster** is the principal or head of a school, especially a private elementary or secondary school.
- 4 A teacher who is famous for his **use of the slipper** is one who is well known for using a slipper or other kind of flexible shoe to spank students.

422 UNIT 3 What Makes You Who You Are?

Reading Practice

PARTNERS **Humor** Ask students to discuss what makes the selection humorous. Have students work in pairs, taking turns reading aloud one page. During the first reading, have students note words, phrases, or incidents that the author uses for humorous effect. In the second reading, have students use

appropriate tone and effective pauses to communicate and accentuate this humor. Have students offer each other feedback. Partners should practice until they can read the selection smoothly and with emotion.



Predict Remind students that you can make predictions about characters based on what you know about them. Ask students what they know about the narrator. Then have them predict what will happen to him next.

for misbehaving, once confiscated⁵ a book from me. It was called *And to my nephew Albert I leave the island what I won off Fatty Hagen in a poker game*, and it had a photograph of a naked lady on the cover, which was why it was confiscated. This seemed particularly unfair, as in the early 1970s, most books seemed to have naked ladies on the covers, which, at least in the case of *And to my nephew Albert . . .* political comedy, had little or nothing to do with what was going on inside the book. I was interrogated⁶ by the headmaster and was given the book back at the end of term, with a warning to watch what I read. He didn't use the slipper, though. Not that time.

Obviously the headmaster understood the dangers of books. He was trying to tell me something. I didn't listen.

Eventually I started to read the dangerous books.

The really dangerous books had titles like *1001 Jolly Interesting Things a Boy Can Do*. You could make dyes from common garden vegetables. It explained it all.

I read the article on making dyes from common garden vegetables, and then I boiled a beetroot and soaked a white school shirt in the beet water, and turned it a purply sort of red. I decided that I wouldn't be caught dead wearing it. Then I put it in the washing, and it turned all the shirts and socks and underwear it was washed with a rather startling shade of pink.

I had not learned my lesson. The next thing I found was the toffee⁷ recipe.

I learned that if I melted some butter in a saucepan, and then added sugar and golden syrup and a tablespoon of water, and I heated it all together and got it very hot (but didn't burn it), and dripped drops of the boiling liquid into a glass of cold water, when the drops went solid, it was done. Then I'd pour it out onto a greased pie-pan, and let it set hard.

⁵ If someone **confiscated** another person's property, he took possession of it by his authority.

⁶ A person who is **interrogated** is asked questions in an orderly and detailed manner.

⁷ **Toffee** is a hard, chewy candy that is made of butter, sugar, and often nuts.

Visual Vocabulary

Beetroot is a vegetable grown for its edible red root.



2

Comparing Literature Look at the title of the book that the author claims is dangerous. Why do you think the author includes the title of this book in his essay?

3

Comparing Literature What does the author want you to understand about his personality?

Comparing Literature

Teach

Comparing Literature

2

Students may say that the author probably included it to make readers wonder what it is about the jolly interesting things a boy can do that could possibly have made them dangerous.

Comparing Literature

3

APPROACHING Students may say that the author wants readers to see that he is curious and persistent but not very cautious. If students are having difficulty, ask them to list the sequence of events from the time the narrator begins to read the book.

COMPARING LITERATURE 423

Approaching Level

DIFFERENTIATED INSTRUCTION

Partners Emerging Explain to students that sometimes writers use time order words and phrases to help clarify the sequence of events, or the order in which the events happened. Examples include *first, next, then, last, eventually, finally, in the end, after a while*, and *for weeks*. After reviewing

these words, help students trace the sequence of events regarding the author's "dangerous" book. Have them find time order words and phrases in the selection (eventually, then, next, and for several months). Then have students work in pairs to orally describe the sequence of events.

English Learners

DIFFERENTIATED INSTRUCTION

Intermediate Direct students' attention to the paragraph describing how the narrator made toffee. Ask students to use the words *first, next, then*, and *finally* to list the steps that the author used to make this candy.

Teach

Comparing Literature

1

Students are likely to say that the author feels that his experience was interesting. He was fascinated by the book. He wasn't bothered by the shirt-dyeing disaster and was proud that he had learned how to make a delicious treat, even though eating it had serious consequences.

Comparing Literature

2

The books were dangerous because he was punished for doing what the books suggested. Students are likely to say that the books were a positive influence because they contained ideas that could open the author's mind and encouraged him to explore the world.



To check students' understanding of the selection, see Unit 3 Teaching Resources, pp. 204–205.

1

I was so proud. I'd made a golden-clear, buttery toffee. Pure sugar, with a little fat. It tasted amazing. Chewing it was a battle between the toffee and my teeth. Sometimes my teeth would win, sometimes the toffee would prove the victor and pull out a filling, or deal with a loose tooth.

This went on for several months.

I was, I think, in a math lesson. I'd put a fist-sized lump of the toffee into my pocket, where it had melted, slowly, to the shape of my leg. And I had forgotten about it. I also had a handkerchief in the pocket.

"You. Boy," said the teacher. "Gaiman. You're sniveling,⁸ boy. Blow your nose."

I said, "Yes, sir," and pulled the handkerchief from the pocket. It came out, and as it did so, a large lump of toffee that was stuck to the handkerchief sailed out across the room and hit the tiled floor.

It shattered when it hit the floor, like glass, into several hundred sharp-edged fragments.⁹

I spent the rest of the lesson on my knees, picking up the sticky-sharp bits of toffee from the floor, while the teacher, convinced that I had done this on purpose to be funny (as if I'd waste a huge lump of toffee on a joke), made sarcastic¹⁰ comments. And, at the end of the lesson, I was sent to the headmaster with a note explaining what I'd done.

The headmaster read the note, puffed on his pipe, then walked slowly to the cupboard at the back of his study and, opening it, produced a large tartan¹¹ slipper.

That was the day I discovered that books were dangerous.

At least, books that suggested you do something. . . .

⁸ Someone who is *sniveling* is breathing noisily through the nose or sniffing repeatedly.

⁹ *Fragments* are small pieces that have broken off something.

¹⁰ *Sarcastic* comments are sharp or cutting remarks that are meant to hurt or make fun of someone.

¹¹ *Tartan* refers to a piece of plaid woolen cloth that is woven with one of the patterns of the Scottish Highland clans.

Comparing Literature How do you think the author feels about his experience with the book?

Comparing Literature In what way were books "dangerous" for the author? In what ways were books a positive influence in his life?

Reading Practice

Analyze Figures of Speech Explain that a metaphor is a figure of speech in which two unlike things are directly compared. Suggest this example: "The clouds were cotton candy." Tell students that a metaphor that extends beyond one phrase or sentence is called an

extended metaphor. Direct students' attention to the sentence that begins "Chewing it was a battle..." **Ask: What is being compared to a battle in this extended metaphor? (chewing the toffee)** **Ask: How is the metaphor extended? (by explaining that sometimes his**

teeth would win the battle and that other times the toffee would "prove the victor")

Comparing Literature

BQ BIG Question

Now use the unit Big Question to compare and contrast “The Fun They Had” with “Why Books Are Dangerous.” With a group of classmates, discuss questions such as

- What character traits cause Margie and Gaiman to find books so interesting?
- How do books change Margie’s and Gaiman’s lives?
- How does a love of books make Margie and Gaiman who they are?

Support each answer with evidence from the readings. Talk about the ways each writer develops themes, through characters, images, and actions, that help the writer further his purpose.

Literary Element Author’s Purpose

Use the details you wrote in your Venn diagram to think about each author’s purpose in “The Fun They Had” and “Why Books Are Dangerous.” With a partner, answer the following questions.

1. In what ways are the authors’ purposes similar? Think about each author’s attitude toward books and school, the events in each selection, and Margie’s and Gaiman’s views of the world.
2. In what ways are the authors’ purposes different in “The Fun They Had” and “Why Books Are Dangerous”? Discuss specific details, feelings, and other ways in which the authors’ purposes differ.

Write to Compare

In one or two paragraphs, discuss the authors’ purposes in writing “The Fun They Had” and “Why Books Are Dangerous.” Focus on these ideas as you write.

- What does the author of each selection do—entertain, inform, persuade, or a combination of these?
- Explain what is similar and what is different about the authors’ purposes.
- How did you respond to each selection? Do you think your response is what the author wanted it to be? Explain.

Writing Tip

Paired Conjunctions When you compare, you may want to use paired conjunctions such as *either* and *or*, or *both* and *and*. Remember that each conjunction should be followed by the same part of speech. For example, you might write, “Both *the story* [noun] and *the poem* [noun] deal with love.”

Literature Online

Selection Resources

For Selection Quizzes, eFlashcards, and Reading-Writing Connection activities, go to glencoe.com and enter QuickPass code GL19756u3.

COMPARING LITERATURE 425

Writing Practice

Research and Report Explain to students that although they live in a free society, some people still try to control what other people can read. Every year the American Library Association (ALA) celebrates Banned Books Week. Have students use the Internet to investigate the issue of banned books. Ask them to write brief

reports detailing their discoveries, including what books have been banned recently and by whom as well as the names of books they have read that others have tried to ban. Have students share their reports and use them as springboards for a discussion about censorship.

After You Read

Assess



For additional assessment, see Assessment Resources, pp. 107–108.

BQ BIG Question

Possible answers:

- Margie and Neil are curious and imaginative. They are unafraid to learn about things they don’t yet understand.
- The real book opens Margie’s eyes to the fact that the world can change. Neil’s book opens his eyes to the fact that others may be afraid of the ideas that books contain.
- Their love of books leads them to explore new ideas that cause them to be even more curious.

Literary Element

1. Both of the authors’ purposes are to entertain readers with an interesting story and lively, humorous writing about school and young people who discover interesting ideas through books.
2. Asimov may also want to persuade readers that new ideas are not necessarily better than old ones. Gaiman wants to show readers that trying new ideas can in some cases be dangerous, but also rewarding.

Write to Compare

Students’ paragraphs should contain a statement about the purpose or purposes of each selection’s author, an explanation of the similarities and the differences between the authors’ purposes, and the student’s response to each selection followed by an explanation as to whether the student thinks the response was what the author intended.

Response to Literature

Focus

In this workshop, students will write and present a response to literature that relates to the Big Question. They will follow the stages of the writing process, including prewriting, drafting, revising, and editing and proofreading. The workshop also includes mini-lessons on word choice and quotations from poetry.

Writing Plan

You may want to use a think-aloud model to help students through the process of organizing their writing plans. Describe to them the steps you would take if you were to do this assignment yourself.

 For Writing Workshop graphic organizer and rubric, see Unit 3 Teaching Resources, pp. 207–209.

Learning Objectives

For pages 426–431

In this workshop, you will focus on the following objective:

Writing: Writing a response to literature using the writing process.

Writing Plan

- Present the thesis, or the main idea, in the introduction of the essay.
- Organize the essay around several clear, insightful ideas.
- Include text evidence from the literary selection to support each idea and to show understanding of the text.
- Use precise and vivid language to help the reader understand the interpretation.
- Conclude by linking back to the thesis of the essay.

Prewriting Tip

Thesis Statement Remember that a thesis statement expresses an important idea that the writer is trying to convey. That idea can be supported with examples, or evidence.

Response to Literature

How can you become who you want to be? In this workshop, you will write a response to literature that will help you think about the Unit 3 Big Question: What makes you who you are?

Review the writing prompt, or assignment, below. Then read the Writing Plan. It will tell you what you will do to write your response to literature.

Writing Assignment

A response to literature is an expository essay in which you interpret aspects of a literary selection. Write an interpretation of how one of the poems you have read in this unit addresses the Big Question. The audience, those reading your interpretation, will be your classmates and teacher.

Prewrite

Which poem in this unit do you find most interesting? How does this poem address the Big Question?

Gather Ideas

Review the poems in the unit. Ask yourself the following questions and jot down your answers:

- How does each poem address the Big Question?
- Which lines in the poems address the Big Question especially well?

Choose a Poem

Now that you have some ideas, choose a poem to write about. To get started, talk about your poem with a partner.

Partner Talk With a partner, follow these steps:

1. Read your chosen poem aloud.
2. Write some words that describe the poem. Do the words help you think about the poet's overall message? Write a brief thesis statement of how the poem addresses the Big Question using the following sentence frame.

The poem “_____” says that _____ make(s) us who we are.

Workshop Resources

Print

- Unit 3 Teaching Resources
- Writing Resources Book
- Writing Constructed Responses Booklet
- Real Success in Writing Research Reports Booklet
- Grammar and Language Workbook ATE
- Grammar and Composition Teacher Guide
- Grammar and Writing Transparencies

Technology

- Glencoe Online Essay Grader, glencoe.com
- Literature Online: Writing Resources, glencoe.com

Get Organized

Use your notes to create a web. Write your thesis statement in the center oval. Then find words or lines from the poem that support the thesis statement and write them in the surrounding ovals.



Now make an outline of your essay. Begin with the strongest evidence that supports your thesis statement.

"Daydreamers" by Eloise Greenfield

Thesis statement: *Our dreams help make us who we are.*

I. Dreams help us see or feel things differently.

- A. *Dreamers / thinking up new ways*
- B. *seeing more than they saw before*
- C. *planning new tries / asking new whys*

Draft

Now organize your ideas and begin writing.

Get It on Paper

- Review your web, notes, and thesis statement about the poem.
- Begin by writing several sentences connecting the poem to the Big Question. Add your thesis statement.
- For each body paragraph, write a topic sentence that explains how the text evidence relates to the Big Question.
- End your essay by restating your thesis in a different way.
- Don't worry about paragraphs, spelling, grammar, or punctuation.
- Go back and include more evidence if you need to.

 **Literature Online**

Writing and Research

For prewriting, drafting, and revising tools, go to glencoe.com and enter QuickPass code GL19756u3.

Response to Literature

Teach

BQ BIG Question

Point out to students that writing an interpretation of how the Big Question is expressed in a poem will help them not only understand the poem better but also give them some insights into themselves.

Prewrite

Explain to students the importance of organizing their ideas before they begin writing. Point out that by creating a web, they will be able to make connections between the thesis statement and words or lines in the poem that support it. Making an outline will help students organize their ideas in a logical way.

Draft

Tell students that their goal in writing a first draft is to get their ideas on paper. Tell them to follow the order of the ideas on the outline as they write.

English Learners

DIFFERENTIATED INSTRUCTION

Beginning Tell students that an expository essay explains the thesis statement with supporting evidence and details. Have students look at their outlines and write "E" next to each detail that supports their thesis statement. Then have them choose one of the details with which to write a sentence that supports their thesis statement.

Approaching Level

DIFFERENTIATED INSTRUCTION

Emerging Review with students how to make an outline. You may wish to provide them with a template they can use. Point out that the Roman numerals signify the most important points of their essay.

Response to Literature

Teach

Draft

Mention to students that they should try to write as clearly as possible but that they will have the opportunity to make their language more precise and vivid when they revise.

Writing Skills

Apply Good Writing Traits: Word Choice

Answers: *Sniveling* and *shattered* are memorable words. *Sniveling* suggests that the speaker does not think much of weakness. *Shattered* shows complete destruction.

TRY IT

Super-duper means “terrific.” Students who wouldn’t use that word might use words such as *great*, *awesome*, *cool*, and *neat*.

ENGLISH LEARNERS Explain to students that *super-duper* is a slang term that means “very super, marvelous.” Have students brainstorm to create a list of other slang words that mean something is very good.

Drafting Tip

Transitions To create unity in your essay, use transitional words or phrases such as *in addition*, *however*, *after that*, and *more important* to bridge ideas from one paragraph to the next.

TRY IT

Analyzing Cartoons

With a partner, decide what the expression “super duper” means in this cartoon. Would you use that phrase when you talk to your friends or write? What word or phrase would you use instead?



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Develop Your Draft

1. Present your **thesis statement** in the introduction.

In her poem “Daydreamers,” Eloise Greenfield says that it’s your daydreams, or what you wish and hope for while you’re awake, that make you who you are.

2. Organize the body of the essay around **clear, insightful ideas**.

First, she says that daydreaming is easy.

3. Include **examples from the text** that support your main ideas.

According to Greenfield, as long as you daydream, you’re “thinking up new ways” and “asking new whys.”

4. Use **precise, vivid language** to help your audience understand your interpretation of the poem.

Then the thoughts just soar by themselves.

5. Connect your **conclusion** to your thesis.

The title of Eloise Greenfield’s poem says everything you need to know about what helps make you who you are.

Apply Good Writing Traits: Word Choice

Read the sentences below from “Why Books Are Dangerous” by Neil Gaiman. Which words are especially memorable? In what ways do you think the words match the writer’s purpose?

“Gaiman. You’re sniveling, boy. Blow your nose.”

It shattered when it hit the floor, like glass, into several hundred sharp-edged fragments.

Use a thesaurus to help choose words that match your purpose.

428 UNIT 3 What Makes You Who You Are?

Writing Practice

PARTNERS Thesis Statement Discuss the importance of a good thesis statement. Point out that it introduces the reader to what can be expected in the rest of the essay. Tell students to look at the thesis statement about “Daydreamers.” **Ask:** *What is the message of the thesis statement?* (*Your daydreams make you who you are.*) Tell students to read their thesis statements aloud to partners. The

partners should then summarize the message in the thesis statement. **Ask:** *Was your partner able to easily understand the author’s message from your thesis statement?* If the partner does not understand the thesis statement, have the student rewrite it.

Analyze a Student Model

Every person is an individual. Everybody—even adults—is always growing and changing. How did you become who you are today? Who will you become tomorrow? In her poem “Daydreamers,” Eloise Greenfield says that it’s your daydreams, or what you wish and hope for while you’re awake, that make you who you are.

The last sentence of the poem makes this message very clear. “This dreaming has made them / new,” Greenfield writes. To me, this means that the children in the poem have become what they dreamed of being. Reading the lines of the poem in order explains how this happened.

First, Greenfield says that daydreaming is easy. Daydreamers don’t need to do anything special. Just “holding their bodies still / for a time” is all it takes to let the dreams in. Then the thoughts just soar by themselves. According to the poem, as long as you daydream, you’re “thinking up new ways” and “asking new whys.” That means your thoughts are changing. And if your thoughts change, that means you can change too.

However, the poem says that daydreaming does more than help change you into what you want to become. It also lets daydreamers see “more than they saw before.” Greenfield seems to be saying that daydreaming is a way of overcoming time. If you just sit and let the dreams come, you get to see who you were, who you are right now, and who you will become in a whole new way. And that way, magically, you will “have moved / forward.”

The title of Eloise Greenfield’s poem says everything you need to know about what helps make you who you are. Just sit for a while and do some daydreaming. It couldn’t be easier.

Thesis Statement

Help readers focus on the central message by providing a thesis statement in the introduction.

Organized Ideas

Organize the essay around well-stated main ideas that support the thesis statement.

Text Evidence

Include words, lines, or ideas from the text that support your main ideas.

Precise, Vivid Language

Choose words that express the specific meaning you intend.

Recall the Thesis

Tie your essay together in the conclusion by reminding readers of your thesis statement.

Writing Workshop

Response to Literature

Teach

Writing Skills



Analyze a Student Model

Have students work in small groups to analyze the student model together. For each call-out, have them underline the sentence or sentences that meet the criteria. Have them discuss how each sentence meets each goal.

Writer’s Technique

Word Choice Have students reread the student model, paying attention to the writer’s word choice. **Ask:**

What are some examples of vivid and precise language? (*wish and hope; the thoughts just soar*) **Ask:**

How would the essay be different if the writer had chosen less vivid and precise words? (*It would not be as interesting.*)

English Learners

DIFFERENTIATED INSTRUCTION



Intermediate Work individually with English learners to improve their word choice. Help students identify words in their essays that they can improve on and have them use a dictionary or thesaurus to find new words.

Approaching Level

DIFFERENTIATED INSTRUCTION



Established Emphasize to students the importance of analyzing their own writing. Tell them to look carefully at their essays to make sure they have written a strong thesis statement, organized their ideas, used adequate text evidence, used precise and vivid language, and summarized the thesis. Have them mark areas in the essay that can be improved.

Teach

Revise

Discuss with students the importance of revising their essays. After partners have reviewed the drafts and returned them, have students read the comments carefully and thoughtfully. Tell them to use the comments to help them as they revise. Stress that they do not need to make the exact changes suggested. The comments are meant to draw their attention to places where their writing could be improved.

Writing Skills

Conclusion Remind students that the concluding paragraph should restate the thesis statement. Tell them that to restate the thesis, they should use a different combination of words that will do two things effectively: convey the message of the thesis statement and link it to the conclusion.

Revising Tip

Circular Ending Restating your thesis in the conclusion reminds readers of your introduction and gives the essay a satisfying completeness.

Revise

Now it's time to revise your draft so your ideas really shine. Revising is what makes good writing great, and great writing takes work!

Peer Review Trade drafts with a partner. Use the chart below to review your partner's draft by answering the questions in the *What to do* column. Talk about your peer review after you have glanced at each other's drafts and have written the answers to the questions. Next, follow the suggestions in the *How to do it* column to revise your draft.

Revising Plan		
What to do	How to do it	Example
Did you begin with a clear thesis statement?	State the central message of the essay in the introduction.	In her poem "Daydreamers," Eloise Greenfield talks about what makes <i>says that it's your daydreams that make you who you are.</i>
Is your essay organized around strong main ideas?	Make sure each paragraph has a topic sentence and other sentences add support.	<i>Daydreamers don't need to do anything special. Just "holding their bodies still / for a time" is all it takes.</i>
Have you supported your main ideas with evidence?	Include lines from the poem that support and explain your main ideas.	<i>And that way, magically, you will find yourself ahead, "have moved / forward."</i>
Have you chosen precise words to explain what you mean?	Think about exactly what you want to say and use precise words.	<i>Greenfield seems to be saying that daydreaming is a way of forgetting about <i>time. overcoming</i></i>
Does your conclusion link to your thesis statement?	Restate your thesis in different words.	In her poem "Daydreamers," Eloise Greenfield says that it's your daydreams that make you who you are. <i>The title of the poem says everything you need to know about what helps make you who you are. Just sit and daydream.</i>



Writing Practice

Review Point out to students that after they revise their essays, they should review them again. Explain that revising one sentence may have affected the sentence before and/or after it, so one or both of those sentences may need to be revised. Once they have completed the initial revision, tell students to read their essays

from beginning to end to make sure they flow well. For essays that seem disjointed, have students make additional revisions until they feel that the essays are the best they can write.

Edit and Proofread

For your final draft, read your essay one sentence at a time. An editing and proofreading checklist may help you spot errors. Use the proofreading symbols in the chart inside the back cover of this book to mark needed changes. Then make corrections.

Grammar Focus: Quotations from Poetry

When you include lines of a poem in your essay, enclose the words in quotation marks. Insert a slash (/) with a space before and after it between the last word of one line and the first word of the next. Below are problems with citing lines of poetry and their solutions.

Problem: The original quotation is not set apart from the essay's text.

The author says that the children's hands will start to move again.

Solution: Use quotation marks before and after exact words in a line of poetry.

The author says that the children's "hands will start to move again."

Problem: It's not clear where one line of a poem ends and the next begins.

"Scenes passing through their minds make no sound."

Solution: Insert a slash between the lines.

"Scenes passing through their minds / make no sound."

Present

It's almost time to share your writing with others. Write your essay neatly in print or cursive on a separate sheet of paper. If you have access to a computer, type your essay on the computer and check spelling using a word-processing program. Save your document to a disk and print it out.

Grammar Tip

Quotations Double-check to make sure that you have quoted words and lines exactly as they appear in the poem.



Presenting Tip

Background Material

Include a copy of the poem you interpreted on a separate sheet of paper. Cite the author, title, and source of the poem.



Literature Online

Writing and Research For editing and publishing tools, go to glencoe.com and enter QuickPass code GL19756u3.

Response to Literature

Teach and Assess

Edit and Proofread

Explain to students that reading their essays one sentence at a time will help them focus on individual words and sentences. Point out that reading one sentence at a time increases their chances of catching errors that they have made. Once students have proofread their own essays, have them exchange papers with partners and proofread those essays.

Writing Skills

Quotations from Poetry After students have studied the problems and solutions in regard to citing lines of poetry, have them reread their essays. Tell them to look for places where they used quotations from the poem, especially if they quoted more than one line of the poem. Have them make necessary corrections.

Present

Discuss with students the value of including a copy of the poem with the essay. **Ask:** *How will a copy of the poem be helpful to your readers?*

English Learners

DIFFERENTIATED INSTRUCTION



Intermediate Point out to students that the words *revise* and *review* share the same prefix, *re-*, which means "again." Have them look up *review* and *revise* in a dictionary. **Ask:** *How are the words related?* (*They both mean to do something again.*)

Advanced Work individually with students. Look at their essays and discuss whether they were able to develop the interpretation well, to show that they carefully read the poem, and to cite specific parts of the text. Have students point out places in their essays where they think they have met these criteria.

Speaking, Listening, and Viewing Workshop

Oral Response to Literature

Focus

Students will plan, rehearse, and deliver an oral response to literature and evaluate class presentations.

Teach

Speaking Skills

Use Quotes Within a Speech

Mention that students may wish to quote from the literature. **Say:** *A slight change of voice and a brief pause can make it clear that you are quoting someone.*

Listening Skills

Listen Actively Tell students that as they listen to a classmate's oral response, they should note any questions they have. Afterward, they can ask the speaker their questions.

For Speaking, Listening, and Viewing rubric, see Unit 3 Teaching Resources, p. 212.

For help with creating presentations, see Student Presentation Builder on StudentWorks Plus.

Listening and Speaking Practice

Use Good Pronunciation Tell students that pronunciation is important in an oral presentation. Clear, precise, and correct pronunciation helps the audience hear and understand what the speaker is saying. If students quote an author, they should make sure that they know what the words in the quotation mean and how to say them.

Learning Objectives

For page 432

In this workshop, you will focus on the following objectives:

Listening and Speaking: Delivering an oral response to literature.

Listening to and evaluating a presentation.

Viewing and evaluating a presentation.

Presentation Checklist

Answer the following questions to evaluate your presentation.

- ☐ Did you speak clearly and precisely and with a style that distinguished your ideas from those in the literary text?
- ☐ Did you vary the tone, pace, and volume of your speaking to emphasize important ideas?
- ☐ Did you use gestures to draw attention to specific points?
- ☐ Did you make eye contact with your audience?

Literature Online

Speaking, Listening, and Viewing For project ideas, templates, and presentation tips, go to glencoe.com and enter QuickPass code GL19756u3.

Speaking, Listening, and Viewing Workshop

Oral Response to Literature

Activity

Connect to Your Writing Deliver an oral response to literature to your classmates. You might want to adapt the response to literature you wrote for the Writing Workshop on pages 426–431. Remember that you focused on the Unit 3 Big Question: What makes you who you are?

Plan Your Presentation

Reread your response to literature and highlight the sections you want to include in your presentation. Just like your written response to literature, your oral response to literature should be organized around several clear, well-supported ideas that help the audience understand your interpretation.

Rehearse Your Presentation

Practice your presentation several times. Try rehearsing in front of a mirror where you can watch your movements and facial expressions. You may use note cards to remind you of your main points and text evidence, but practice your oral response often enough that you won't lose eye contact with your audience.

Deliver Your Presentation

- Speak clearly and precisely.
- Adjust your speaking style to help your audience distinguish between your ideas and quoted material from the text.
- Change the tone, pace, and volume of your speaking to help emphasize important ideas in your interpretation.
- Use gestures to direct the audience's attention to specific points.

Listening to Understand

Take notes as you listen to make sure you understand the oral response. Use the following question frames to learn more about the interpretation from the presenter:

- It seems to me that the tone of this interpretation is _____. Do others agree or disagree?
- Why did you use the gesture _____ to express _____?
- To summarize your interpretation: _____. Is that correct?

432 UNIT 3 What Makes You Who You Are?

English learners may need extra help with pronunciation. Pair them with more proficient English speakers and have pairs read over their presentations. Tell students to listen carefully and point out any words that their partners are pronouncing incorrectly.

Place Stress Correctly **Ask:** Which is correct way to say this word, *education* or *education*? How can you find out which syllable to stress if you are not familiar with the word? (*Education. A dictionary provides accent marks that show which syllable or syllables of a word are stressed when it is spoken.*)

Unit Challenge

Answer the Big Question

In Unit 3, you explored the Big Question through reading, writing, speaking, and listening. Now it's time for you to complete one of the Unit Challenges below with your answer to the Big Question.

WHAT Makes You Who You Are?

Use the notes you took in your Unit 3 **Foldable** to complete the Unit Challenge of your choice.

Before you present your Unit Challenge, follow the steps below. Use this first plan if you choose to create a collage about yourself.

On Your Own Activity: Self-Portrait Collage

- List your hobbies, interests, likes, dislikes, and activities.
- Gather drawings, photos, or other images that represent you.
- Put these items on a sheet of heavy paper or poster board. Try different arrangements before you glue things down.
- Present your collage to the class.

Use this second plan if you choose to see whether your classmates can figure out what makes you who you are.

Group Activity: Play a Game: Who Am I?

- Form teams of five or six members. Each member will get an index card.
- On the card, write your likes, dislikes, hobbies and interests, personality traits, and something special about you.
- Collect the cards and shuffle them, facedown.
- Have a team member draw a card and read the first entry aloud. Your team will have ten seconds to decide which person that entry describes. Correct guesses are worth five points.
- If the guess is incorrect, read the second entry and guess again. Each entry after the first is worth one less point.
- If a team cannot identify the person in five guesses, the team loses two points. The team with the most points wins.

Learning Objectives

For page 433

In this assignment, you will focus on the following objectives:

Research: Sharing a visual presentation.

Reading: Connecting to personal experience.

Unit Challenge

Focus

Bellringer Options

Daily Language Practice Transparency 90

Ask: Which character or speaker in this unit made the strongest impression on you? Why? What influences formed his or her personality? Have volunteers share their answers with the class and give evidence from the selection to support their thoughts.

Teach

On Your Own Activity: Self-Portrait Collage

Suggest that students organize collages such as the menu screen of an mp3 player, the homepage of a personal Web site, or another format reflecting a personal interest.

Group Activity: Play a Game: Who Am I?

Remind students that team cooperation is essential to make decisions together. After the game, **ask:** Do you feel that the information on your card really describes you? Have students discuss what other information they need to convey a more faithful description.

UNIT CHALLENGE 433

English Learners

DIFFERENTIATED INSTRUCTION



Ask students: What do you think is more important: who you are on the inside or who you appear to be? Talk with students about why they think people focus so much on outward appearances. **Ask:** What influences how you want to appear on the outside?

Approaching Level

DIFFERENTIATED INSTRUCTION



Ask students: Think about people you have known and ways in which they have influenced you. How have they helped make you who you are? Have students make a short list of people who have influenced them. Volunteers may share this information.

Assess

Students' collages and presentations should illustrate their personal information and be logically arranged. In the game, students should follow rules, list personal information, collaborate with team members, and actively participate.

Focus

The purpose of this spread is to encourage students to read works of fiction and nonfiction outside class. The books featured on these pages relate to the Big Question: What Makes You Who You Are?

Teach

Political History

The French and Indian War *The Winter People* is set in Quebec during the French and Indian War, which was fought between 1754 and 1763. The dispute began over the Ohio River valley but spread until it involved French, British, and Native Americans in a struggle for the control of land in what is now the northeastern United States and Canada. Native Americans were allied with both the French and the British. In Canada near Quebec, the Abenaki tribe became involved in the war. They fought on the side of the French, who lost the war when Quebec was forced to surrender to the British in 1759.

Independent Reading

Fiction

To read more about the Big Question, choose one of these books from your school or library.

Dragon's Gate

by Laurence Yep

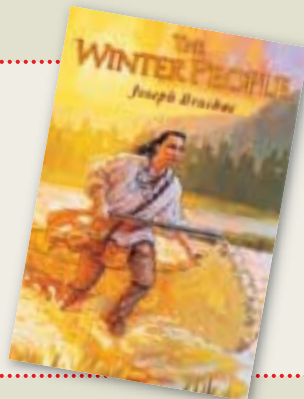
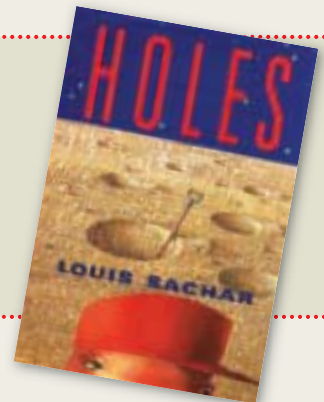
Young Otter dreams of leaving China to learn about technology. He joins relatives in the United States, where they help build the Transcontinental Railroad. However, the America that Otter imagined is instead a place of brutal working conditions. Read to find out how Otter struggles to rebuild his dreams.



Holes

by Louis Sachar

Funny, complex, and full of Texas-sized characters, this inventive story will leave you cheering for the underdog, whose name is Stanley Yelnats. Read about Stanley's adventures at Camp Green Lake and about the unlikely friends he makes there.



The Winter People

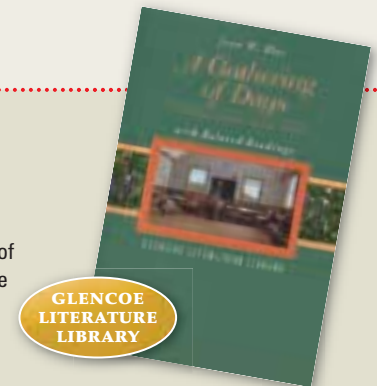
by Joseph Bruchac

When raiders attack fourteen-year-old Saxo's village, he must track them and bring his family back home. This book focuses on family, cultural heritage, courage, and survival.

A Gathering of Days: A New England Girl's Journal, 1830–32

by Joan W. Blos

Thirteen-year-old Catherine records the hardships and joys of pioneer life. When her father remarries, Catherine must cope with changes in her life that are not always welcome to her.



434 UNIT 3 What Makes You Who You Are?

Reading Practice



Make Connections Tell students that as they read, they should look for connections between their book and the selections they have read in this unit. Point out that all of the books on these pages connect in some way to the Big Question: What Makes You Who You Are? Ask students to keep this question in mind as they read and to think about what makes the characters in the book who they are.

Ask: What challenges does the main character face? How does he or she change over the course of the book? Are any characters or situations in the book similar to ones you have read about earlier in this unit? Which characters in the book remind you of people you know in real life?



Writing Practice



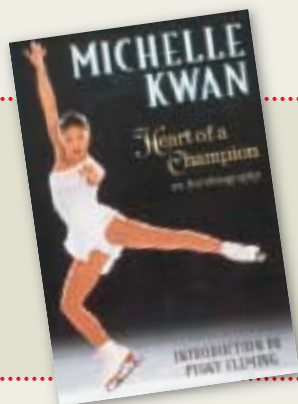
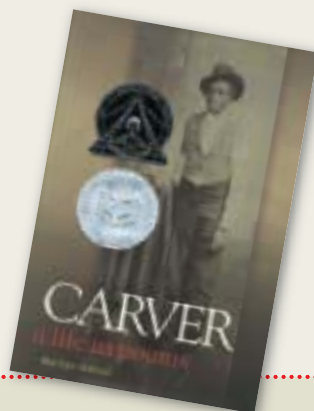
Write a Report Have students write a book report that focuses on the Big Question: What Makes You Who You Are? Ask them to begin with a short summary that presents the plot and the main ideas of the book. Then have them describe one of the main characters by referring to specific details or events in the book.

Nonfiction

Carver: A Life in Poems

by Marilyn Nelson

George Washington Carver was born into slavery in 1864, yet he grew up to be a botanist, an inventor, a painter, a musician, and a teacher. The story of how Carver left home to search for an education, eventually earning a master's degree in education, is told in this collection of poems.



Michelle Kwan: Heart of a Champion

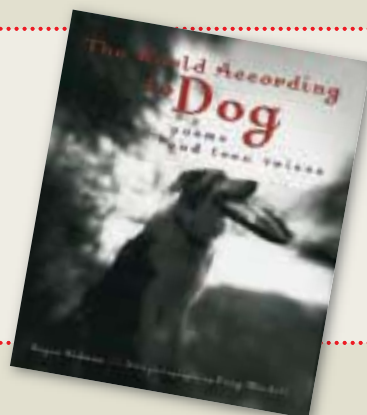
by Michelle Kwan

Ever wondered what it's like to be a figure-skating champion at the age of twelve? If so, check out this firsthand account of Michelle Kwan's triumphs, disasters, and incredible love of skating.

The World According to Dog: Poems and Teen Voices

by Joyce Sidman

This insightful collection of essays and poems explores the bond between teens and the dogs in their lives. The selections offer a look at how dogs accept us, love us, and help make us who we are.



Write a Poem or Story

Write a poem or story based on the book you read. Be sure to build your poem or story from a person or character, an event, or an idea from the book. Ask a classmate to critique your work, and revise your writing based on your classmate's comments.

Teach

Cultural History

People and Dogs People have had close relationships with dogs for more than 12,000 years, using their hunting skills and living with them as companions. In western society, dogs have long been valued for their loyalty, affection, and protection. Dogs are even used in hospitals and nursing homes to cheer and calm patients and help them get better.

Write a Poem or Story

Poems or stories should

- relate to a person, character, event, or idea from the book that the student read
- have a plot and/or coherent presentation of ideas
- include literary elements such as description, characterization, and dialogue

For access to all study guides for the Glencoe Literature Library, see the Literature Library Teacher Resources CD-ROM.

INDEPENDENT READING 435

English Learners

DIFFERENTIATED INSTRUCTION

Intermediate Tell students who are writing a poem to first focus on a vivid image, perhaps draw it so that it becomes clear. Then they can choose the best words possible to express one of the most important things about the poem—its mood or feeling.

Approaching Level

DIFFERENTIATED INSTRUCTION

Emerging Explain that time-order words and transition words give stories a clear structure. Encourage students to use words such as *first*, *after*, *before*, *then*, *while*, *later* and *finally* in stories or narrative poems to keep the plot moving along and to place events in context.

Assessment

Reading

Explain to students that this Assessment is intended to reinforce general test-taking strategies as well as to test the skills and the vocabulary covered in Unit 3. First, students will be asked to read two poems and answer comprehension, context-clue, and inference questions about them. Then they will be asked to answer questions about vocabulary and grammar and language conventions and to write an essay in which you interpret one of the poems.

Test-Taking Tips

Remind students that when they begin to answer the questions they should refer to the poem to find evidence for their answers.

Remind students that most of the time the meaning of a poem is not explicitly stated. Students will have to infer the meaning of the poem from clues that they find in it.



To customize assessments online, go to Progress Reporter Online Assessment.



To customize assessments using software, use ExamView Assessment Suite CD-ROM.

Assessment

Reading

Read the poems and answer the questions that follow each. Write your answers on a separate sheet of paper.

“I Remember, I Remember” by Thomas Hood

I remember, I remember,
The house where I was born,
The little window where the sun
Came peeping in at morn;
5 He never came a wink too soon,
Nor brought too long a day,
But now, I often wish the night
Had borne my breath away.

I remember, I remember,
10 The roses, red and white;
The violets, and the lily-cups,
Those flowers made of light!
The lilacs where the robin built,
And where my brother set
15 The laburnum on his birthday—
The tree is living yet!

I remember, I remember,
Where I was used to swing;
And thought the air must rush as fresh
20 To swallows on the wing:
My spirit flew in feathers then,
That is so heavy now,
And summer pools could hardly cool
The fever on my brow!
25 I remember, I remember,
The fir trees dark and high;
I used to think their slender tops
Were close against the sky:
It was a childish ignorance,
30 But now 'tis little joy
To know I'm farther off from Heav'n
Than when I was a boy.

1. In stanza 1, the author uses personification in describing
 - A. the sun.
 - B. the house.
 - C. the day.
 - D. the window.
2. Which line offers the best example of imagery?
 - A. The house where I was born
 - B. The tree is living yet
 - C. That is so heavy now
 - D. The fir trees dark and high
3. Read these lines from stanza 2:
**And where my brother set
The laburnum on his birthday—
The tree is living yet!**
A laburnum is a kind of
 - A. tree.
 - B. special day.
 - C. flower.
 - D. bird.
4. In stanza 3, the speaker compares his spirit to
 - A. a bird.
 - B. a feather.
 - C. a swing.
 - D. a pool.
5. The imagery in stanza 3 appeals mainly to the sense of
 - A. sight.
 - B. smell.
 - C. touch.
 - D. hearing.

6. In which of the lines below are the stressed syllables correctly underlined?
 - A. The roses, red and white
 - B. The roses, red and white
 - C. The roses, red and white
 - D. The roses, red and white
7. Which series of letters describes the rhyme scheme of each stanza in this poem?
 - A. aaaabbbb
 - B. abababab
 - C. abcdefgh
 - D. abcbdefe
8. The tone of the last stanza communicates the speaker's feeling that
 - A. children have foolish ideas.
 - B. happy children become happy adults.
 - C. the future is brighter than the past.
 - D. his childhood was better than his life is now.



Literature Online

Assessment For additional test practice, go to glencoe.com and enter QuickPass code GL19756u3.

Assessment

Reading

"I Remember, I Remember"

by Thomas Hood

1. A is the correct answer. The sun "came peeping in" and is identified as "he."
2. D is the correct answer. This description appeals to the sense of sight.
3. A is the correct answer, which can be determined by the restatement context clue, *tree*.
4. A is the correct answer. The speaker's spirit "flew in feathers" or, in other words, "was a bird."
5. C is the correct answer. The freshness of the air, heaviness of the speaker's spirit, and cooling of a fevered brow all appeal to the sense of touch.
6. B is the correct answer. The poem has a regular rhythm in which, for the most part, every other syllable is stressed, and words such as *the* and *and* are not unnaturally stressed.
7. D is the correct answer. In each stanza, the second line rhymes with the fourth, and the sixth rhymes with the eighth.
8. D is the correct answer. The speaker is obviously not happy about the contrast between his joyful boyhood and "now."

Assessment

Reading

"Flint"

by Christina Rossetti

9. A is the correct answer. Similes compare the colors of an emerald and grass, a ruby and blood, and a sapphire and heaven.
10. D is the correct answer. Only the second and fourth lines of each stanza rhyme.
11. A is the correct answer. Alliteration appears in the repeated *r*'s of "ruby red."
12. B is the correct answer. The conjunction *but* signals a contrast between flint and the stones mentioned previously. The poem is suggesting that the ability to produce fire is of extraordinary value, more important than mere beauty.

Test-Taking Tip

While reading a poem, students should look for clues to the author's purpose. Is the author making an argument? Raising a question? Describing a historical event? Expressing an emotion? Students should also look for clues to the author's attitude toward the subject. Is the author's tone objective or opinionated?

"Flint" by Christina Rossetti

An emerald is as green as grass;
A ruby red as blood;
A sapphire shines as blue as heaven;
A flint lies in the mud.

A diamond is a brilliant stone,
To catch the world's desire;
An opal holds a fiery spark;
But a flint holds fire.

9. What type of figurative language is used in the first stanza?
- A. simile
 - B. metaphor
 - C. idiom
 - D. personification
10. What is the rhyme scheme of "Flint"?
- A. abba
 - B. abab
 - C. aabb
 - D. abcb
11. Which line from the poem demonstrates the use of alliteration?
- A. A ruby red as blood
 - B. A flint lies in the mud
 - C. To catch the world's desire
 - D. An opal holds a fiery spark
12. Flint is a stone that produces a spark when struck by steel. Keep that in mind as you read this line from the poem.
- But a flint holds fire.**
- What is the most reasonable interpretation of this line?
- A. Flint can be dangerous.
 - B. Flint has a value not found in other stones.
 - C. Flint can do only ordinary things.
 - D. The ability to do something is less important than actually doing it.

Vocabulary Skills

On a separate sheet of paper, write the numbers 1–14. Next to each number, write the letter of the word or phrase that is *closest* in meaning to the underlined word.

1. flawless dancing
A. outdoor C. solo
B. excellent D. formal
2. acquainted with him
A. angry C. unhappy
B. familiar D. delighted
3. to lavishly provide
A. quickly C. cheerfully
B. politely D. plentifully
4. just the boost we needed
A. tool C. advice
B. assistance D. compliment
5. this inadequate score
A. high C. surprising
B. last D. unsatisfactory
6. that obscure rock band
A. very loud C. little known
B. famous D. all-female
7. manufacturing airplanes
A. making C. flying
B. designing D. repairing
8. coping with small children
A. talking C. playing
B. dealing D. staying home
9. precisely five minutes
A. about C. exactly
B. less than D. much more than
10. amid the trees
A. among C. near
B. above D. far from
11. due to her obstinacy
A. humor C. stubbornness
B. failure D. intelligence
12. several veins
A. nerves C. blood vessels
B. muscles D. cuts and bruises
13. her lovely complexion
A. teeth C. hair
B. skin D. eyes
14. a new superintendent
A. lifeguard C. teacher
B. army officer D. manager

Assessment

Vocabulary Skills

1. B
2. B
3. D
4. B
5. D
6. C
7. A
8. B
9. C
10. A
11. C
12. C
13. B
14. D

Assessment

Writing Strategies

1. D
2. B
3. B
4. A

Test-Taking Tip

Advise students that sometimes none of the answer choices for a question will seem correct. In such a case, they should eliminate one by one the answer choices that seem least correct. The answer choice that remains, the one that seems least incorrect, is the one that they should choose.

Writing Strategies

The following is a rough draft of a student's report. It may contain errors. Read the passage and answer the questions. Write your answers on a separate sheet of paper.

(1) Christina Rossetti was born in London, England, in 1830 as the youngest of four children. (2) All four children in the family became writers. (3) Her brother also became a painter. (4) In her family, everyone were artistic in one way or another. (5) Rossetti spent much of her childhood in the countryside with her grandfather. (6) In later years, she became seriously ill and rarely left home.

1. What is the correct way to write the underlined word in sentence 1?
 - A. most youngest
 - B. most young
 - C. younger
 - D. Leave as is.
2. The underlined word in sentence 2 represents which grammatical part of the sentence?
 - A. simple subject
 - B. simple predicate
 - C. complete subject
 - D. complete predicate
3. What is the correct way to write the underlined words in sentence 4?
 - A. all was
 - B. everyone was
 - C. each were
 - D. Leave as is.

4. Read this sentence.

In later years, she became seriously ill and rarely left home.

Which words from this sentence are adjectives?

- A. later, ill
- B. seriously, rarely
- C. became, left
- D. life, home

Writing Product

Read the assignment in the box below and follow the directions. Use one piece of paper to jot down ideas and organize your thoughts. Then neatly write your essay on another sheet. You may not use a dictionary or other reference materials.

Writing Situation:

“Flint” describes different kinds of stones—rare ones and a common one. It is about those stones, but it may also be about more than just stones.

Directions for Writing:

Write a short essay in which you give your interpretation of the message and meaning of the poem.

Keep these hints in mind when you write.

- Concentrate on what the prompt tells you to write.
- Organize the way you will present your ideas.
- Provide good, clear support for your ideas.
- Use different kinds of sentence structures.
- Use precise words that express your ideas clearly.
- Check your essay for mistakes in spelling, grammar, and punctuation.

Assessment

Writing Product

Evaluate the essay for the following:

- an interpretation of the poem that demonstrates careful reading, understanding, and insight;
- organization that focuses on one or more clear ideas, premises, and or images;
- use of examples and textual evidence in support of the interpretation;
- correct use of grammar, spelling, capitalization, and punctuation.



For more end-of-unit assessment, see Assessment Resources, pp. 167–168.

UNIT FOUR

Skills Scope and Sequence

Readability Scores Key: **Dale-Chall**/**DRP**/**Lexile**

PART 1: Seeing Another Side

Selections and Features	Literary Elements
BQ Focus Powhatan's Speech to Captain John Smith pp. 444–448	
Essay Looking for America, by Elizabeth Partridge 3.7/55/860 pp. 450–460	Style SE p. 451 Narrator and Point of View TE p. 456
Informational Text TIME: Dressed for Success? , by Melanie Bertotto 4.6/64/970 pp. 461–463	
Functional Documents Survey and Policy 5.6/57/970 pp. 464–468	
Myth Romulus and Remus, by Geraldine McCaughrean 6.6/56/950 pp. 469–477	Character SE p. 470 Myth (review) SE p. 477
Speech Eulogy on the Dog, by George Graham Vest 6.8/59/1190 pp. 478–484	Argument SE p. 479 Text Structure (review) SE p. 483
Vocabulary Workshop p. 485	
Short Story The Southpaw, by Judith Viorst 4.2/49/640 pp. 486–492	Voice SE p. 487
Essay Spiders, from All I Really Need to Know I Learned In Kindergarten, by Robert Fulghum 5.3/46/610 pp. 493–500	Thesis SE p. 494 Tone (review) SE p. 500

Reading Skills and Strategies	Vocabulary	Writing	Speaking, Listening, and Viewing
		Grammar	
		Write a Summary SE p. 448	Persuasive Speech TE p. 446
Distinguish Fact and Opinion SE p. 451 Infer TE p. 452 Summarize TE p. 458	Word Usage SE p. 460	Write a Description TE p. 454 Write a Letter SE p. 460	
Recognize Bias SE p. 461 Preview SE p. 461		Write a Summary SE p. 463	
Draw Conclusions About Meaning and Purpose SE p. 464 Paraphrase TE p. 466 Identify Cause-and-Effect Relationships TE p. 466		Write a Persuasive Letter TE p. 464 Write a Survey SE p. 468	
Recognize Author's Purpose SE p. 470	Context Clues TE p. 472 Word Usage SE p. 476 Academic Vocabulary SE p. 476	Adjectives TE p. 474 Write a Persuasive Essay TE p. 476 Parts of Speech TE p. 477	Performance SE p. 477
Analyze Figurative Language SE p. 479 Analyze Persuasive Techniques TE p. 484	Word Usage SE p. 483 Academic Vocabulary SE p. 483	Write a Comparison-Contrast Essay TE p. 482 Write a Persuasive Essay SE p. 484	
Clarify TE p. 485	Idioms SE p. 485		
Analyze Narrator and Point of View SE p. 487 Make Generalizations About Characters TE p. 488	Word Usage SE p. 492	Write a Research Report TE p. 490 Write a Letter SE p. 490	
Analyze Voice SE p. 494 Compare and Contrast TE p. 496	Synonyms and Antonyms SE p. 499 Academic Vocabulary SE p. 499	Direct Objects SE p. 500 Apply Sentence Structure SE p. 500	

UNIT FOUR

PART 2: Freedom and Equality

Selections and Features	Literary Elements
Fables The Wolf and the House Dog and The Donkey and the Lapdog , by Aesop, retold by Jerry Pinkney 5.6/50/870 pp. 502–510	Fable SE p. 503 Theme (review) SE p. 509
Essay The Shutout , by Patricia C. McKissack and Fredrick McKissack, Jr. 9.3/67/1270 pp. 511–520	Text Structure SE p. 512 Author’s Purpose (review) SE p. 520
Media Workshop p. 521	
Genre Focus pp. 522–523	Essay SE p. 522
Short Story The Circuit , by Francisco Jiménez 4.2/50/730 pp. 524–535	Mood SE p. 525 Style (review) SE p. 535
Visual Perspective <i>from Harvest</i> , by George Ancona 5.2/54/960 pp. 536–539	
Myth Persephone , by Alice Low 5.5/55/860 pp. 540–548	Foreshadowing SE p. 541 Myth (review) SE p. 548
Comparing Literature The Flying Machine (short story), by Ray Bradbury and All Summer in a Day (short story), by Ray Bradbury 5.5/48/790 and 8.6/51/950 pp. 549–565	Setting SE p. 549 Conflict TE p. 554 Symbol TE p. 556
Writing Workshop pp. 566–571	Voice SE p. 569
Speaking, Listening, and Viewing Workshop p. 572	
Unit Challenge p. 573	
Independent Reading pp. 574–575	
Assessment pp. 576–581	

Reading Skills and Strategies	Vocabulary	Writing	Speaking, Listening, and Viewing
		Grammar	
Make Generalizations About Characters SE p. 503 Analyze Cultural Context TE p. 506	Word Usage SE p. 509 Academic Vocabulary SE p. 509	Write a Literary Analysis TE p. 504 Write an Expository Essay SE p. 510 Write a Research Report SE p. 510	
Monitor Comprehension SE p. 512	Word Usage SE p. 519 Academic Vocabulary SE p. 519	Write a Poem TE p. 514 Write a Research Report TE p. 516, SE p. 520 Indirect Objects SE p. 520	Oral Presentation TE p. 518
Analyze Propaganda SE p. 521		Write an Analysis SE p. 521	
Analyze Argument TE p. 522 Identify Main Idea TE p. 523 Distinguish Fact and Opinion TE p. 523		Create an Organizational Chart SE p. 523	Discussion TE p. 522
Make Predictions About Plot SE p. 525 Analyze Conflict TE p. 526	Word Usage SE p. 534 Academic Vocabulary SE p. 534	Write a Research Report TE p. 530 Write a Story Map TE p. 530 Independent and Dependent Clauses SE p. 535	Oral Presentation TE p. 528 Speech SE p. 535
Analyze Images SE p. 536 Draw Conclusions about Author's Purpose TE p. 538 Compare and Contrast SE p. 539		Write a Summary SE p. 539	Visual Presentation TE p. 536
Activate Prior Knowledge SE p. 541	Word Usage SE p. 547 Academic Vocabulary SE p. 547	Dialogue TE p. 542 Write a Narrative TE p. 544 Write an Expository Essay TE p. 546 Capitalization of Sentences SE p. 548	Oral Report SE p. 548
Compare and Contrast SE p. 549 Predict TE p. 550 Monitor Comprehension TE p. 558		Write a Description TE pp. 552, 560 Write a Comparison-Contrast Essay SE p. 565	Visual Presentation TE pp. 558, 562 Discussion SE p. 565
	Denotation and Connotation TE p. 570	Prewrite SE p. 566 Draft SE p. 567 Revise SE p. 570 Write a Persuasive Essay SE p. 571 Parallelism SE p. 571	
		Revise SE p. 572 Note Taking SE p. 572 Outline TE p. 572	Persuasive Speech SE p. 572
		Write a Script SE p. 573	Performance SE p. 573
Preview TE p. 574 Make Predictions TE p. 574		Write an Annotated Bibliography SE p. 575	
		Write a Persuasive Essay SE p. 581	

Focus

Bellringer Options



Literature Launchers: Pre-Reading Videos DVD, Unit 4 Launcher

Daily Language Practice Transparency 94

Or ask these questions: **How would you define the word *fair*? Have you ever been treated unfairly? What can you do about it?** Have students respond to and discuss the questions.



For School-to-Home Activities, see Unit 4 Teaching Resources, pp. 5–11.



For independent novel study, see Novel Companion pp. 139–182.

View the Photograph

Ask: **What is going on in the picture?** (A boy feels that he isn't being treated fairly.) **Ask:** **How might he be feeling, and what should he do next?** (hurt, angry; discuss his feelings and listen as others say what they feel)

WHAT'S Fair and What's Not?



442

Unit Objectives

Literary Elements

- Analyzing style
- Analyzing character
- Analyzing argument
- Analyzing voice
- Analyzing thesis
- Analyzing fable
- Analyzing text structure
- Analyzing mood
- Analyzing foreshadowing

Reading Skills and Strategies

- Distinguishing fact and opinion
- Drawing conclusions about meaning and purpose
- Recognizing author's purpose
- Analyzing figurative language
- Analyzing narrator/point of view
- Making generalizations about characters
- Monitoring comprehension
- Making predictions about plot
- Activating prior knowledge

Writing

- Writing a persuasive essay

Grammar

- Understanding parts of speech
- Understanding direct objects

Vocabulary

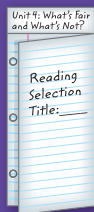
- Understanding idioms

THE BIG Question

“It’s not fair to ask of others what you are not willing to do yourself.”

—ELEANOR ROOSEVELT

FOLDABLES[®] Study Organizer



Throughout Unit 4, you will read, write, and talk about the **BIG Question**—**“What’s Fair and What’s Not?”** Use your Unit 4 **Foldable**, shown here, to keep track of your ideas as you read. Turn to the back of this book for instructions on making this **Foldable**.

443

Focus

Summary

Chief Powhatan’s message to Captain John Smith encourages Smith to befriend the Native Americans instead of fighting with them. Chief Powhatan tells Smith that there is no reason to approach him and his people with guns and swords when they are willing to provide what the newcomers need out of friendship.

About the Quote

Former First Lady Eleanor Roosevelt says that being fair means asking someone else to do only what we ourselves are willing to do. For example, borrowing things from a friend frequently but never being willing to lend that friend anything would be unfair. Roosevelt’s quote is a useful guide for deciding what is fair and what is not.

 For diagnostic assessment, see Assessment Resources, pp. 15–20.

 For Foldable pattern, see Unit 4 Teaching Resources, pp. 3–4.

Unit Resources

Print

- Student and Teacher Editions, pp. 442–581
- Unit 4 Teaching Resources, pp. 1–212
- Bellringer Transparencies: Selection Focus 11–12; Daily Language Practice 94–124
- Interactive Read and Write (On Level, Approaching, EL), pp. 153–200
- Novel Companion, pp. 139–182
- Assessment Resources, pp. 15–20, 109–130, 169–170

Technology

- TeacherWorks Plus CD-ROM
- StudentWorks Plus
- Literature Launchers Pre-Reading Videos DVD, Unit 4
- Literature Online www.glencoe.com
- Progress Reporter Online Assessment
- ExamView Assessment Suite CD-ROM
- Glencoe Interactive Vocabulary CD-ROM
- Listening Library Audio CD
- Classroom Presentation Toolkit CD-ROM
- Literature Library Teacher Resources CD-ROM
- BookLink CD-ROM
- Skill Level Up CD-ROM

Focus

Why Is It Important?

The Big Question in this unit asks students to consider fair and unfair situations. Have students make two lists—one of situations they find fair and one of situations they find unfair. Tell them to consider the situations from different angles. When students have finished their lists, discuss why they chose the situations and categorized them as they did.

Teach

What You'll Read

In this unit, students ask themselves, "What's Fair and What's Not?"

Reading essays, short stories, speeches, and other texts will help students answer this question. As students interpret these short pieces, which communicate ideas about a single topic, they will find it easier to make connections to their own experiences.

What You'll Write

As they read the selections in this unit, students will take notes in their Unit 4 Foldables. At the end of the unit, they will use these notes to write a persuasive essay and either a rap or song or a script for a television call-in show.

WHAT'S Fair and What's Not?

You've seen it happen, or maybe it has happened to you. Someone is treated differently from others. Perhaps a rule doesn't make sense. What do you do when you think something's unfair? Explore how different people feel and react to situations they think are unfair.

Consider these ideas when thinking about what's fair and what's not:

- Seeing Another Side
- Freedom and Equality

What You'll Read

Reading about how people react to situations they find unfair can help you explore this idea for yourself. In this unit, **essays**—short pieces of nonfiction that communicate ideas about a single topic—are excellent sources of information. You will also read short stories, speeches, and other texts that can help you answer the Big Question.

What You'll Write

As you explore the Big Question, you'll write notes in your Unit 4 **Foldable**. Later you'll use these notes to complete two writing assignments related to the Big Question.

1. Write a Persuasive Essay

2. Choose a Unit Challenge

- **On Your Own Activity: A Rap or Song**
- **Group Activity: Television Call-In Show**

What You'll Learn

Literary Elements

style
character
argument
voice
thesis
fable
text structure
mood
foreshadowing

Reading Skills and Strategies

distinguish fact and opinion
draw conclusions about meaning and purpose
recognize author's purpose
analyze figurative language
analyze narrator/point of view
analyze voice
make generalizations about characters
monitor comprehension
make predictions about plot
activate prior knowledge

What You'll Learn

The **Literary Elements** and **Reading Skills and Strategies** in this unit have been selected because they are particularly helpful in reading the featured genre—essays.

Each selection provides opportunities for students to become familiar with the literary elements and practice and develop the reading skills and strategies.

TO CAPTAIN JOHN SMITH

Powhatan, Chief of the Powhatan Confederacy



Chief Powhatan in State. Line engraving from John Smith's General History of Virginia, 1624.

In the early 1600s, present-day eastern Virginia was the territory of the Powhatan (pou'ə tan') Confederacy, which was made up of several groups of Native Americans. In 1607 a group of English colonists landed and settled along the coast within Powhatan territory. They named their colony Jamestown after their king, James I. Captain John Smith represented the colony in dealings with the Powhatan people and their chief, also called Powhatan. The colonists received

Set a Purpose for Reading

Read this speech to see how Powhatan handles a situation he thinks is unfair.

Set a Purpose for Reading

Explain to students that an essay is a short piece of nonfiction that communicates ideas about a single topic. A speech is also a piece of nonfiction used to communicate ideas. Reading speeches is an effective way to learn about the speaker's position on a topic. In this selection, students will read Powhatan's pleading yet cautionary speech to Captain John Smith. Have students identify the problems that Powhatan outlines and note the solutions he proposes. What is Powhatan trying to achieve with his speech?

To Captain John Smith EXPLORE THE BIG QUESTION 445

English Learners

DIFFERENTIATED INSTRUCTION

Intermediate Work with students to identify key phrases such as *I am now grown old and fly into the woods*. Ask students to state the meaning of each phrase. Work with students to paraphrase other passages from Powhatan's speech.

Advanced Learners

DIFFERENTIATED INSTRUCTION



Historical Context Have students work in small groups to record what they know about the interaction of early Native American people with English or European settlers. Ask each group to write three questions about this topic. Then have groups exchange questions. Allow students to use classroom and library resources to answer the questions. When the groups have finished, lead a class discussion about this topic and how it may have influenced

Powhatan's speech and other Native American people at the time. Invite students to share what they have learned with the class.

UNIT FOUR

BQ BIG Question | 1

The English have been taking by force what Powhatan's people would have given them peacefully.

BQ BIG Question | 2

Powhatan wants Captain Smith to understand how the actions of the English are affecting the lives of Powhatan's people.

much help from the Powhatan during their first bitterly cold winters in the New World. However, the colonists claimed lands that the Native Americans considered theirs, and disputes over food and weapons arose. Chief Powhatan made this warning to Captain John Smith.

Jamestown, Virginia, 1609

I am now grown old, and must soon die; and the succession¹ must descend, in order, to my brothers, Opitchapan, Opekankanough, and Catataugh, and then to my two sisters, and their two daughters. I wish their experience was equal to mine; and that your love to us might not be less than ours to you.

Why should you take by force that from us which you can have by love? Why should you destroy us, who have provided you with food? What can you get by war? We can hide our provisions,² and fly into the woods; and then you must consequently famish³ by wronging your friends. What is the cause of your jealousy? You see us unarmed, and willing to supply your wants, if you will come in a friendly manner, and not with swords and guns, as to invade an enemy.

I am not so simple, as not to know it is better to eat good meat, lie well, and sleep quietly with my family; to laugh and be merry with the English; and, being their friend, to have copper, hatchets, and whatever else I want, than to fly from all, to lie cold in the woods, feed upon acorns, roots, and such trash, and to be so hunted, that I cannot rest, eat, or sleep. In such circumstances, my men must watch, and if a twig should but break, all would cry out, "Here comes Captain Smith"; and so, in this miserable manner, to end my miserable life; and,

¹ **Succession** is the order of people in line for a position of leadership. Here, it refers to who will be chief after Powhatan.

² **Provisions** are food supplies.

³ To **famish** is to starve.

BQ BIG Question

What is unfair about the situation Powhatan describes?

BQ BIG Question

Why is Powhatan asking Captain Smith to see the conflict from another side?

446 UNIT 4 What's Fair and What's Not?



Writing Practice

Write a Speech Have students think of a problem that they feel strongly about. Then, have them write a speech similar to the one that Powhatan gave to Captain John Smith. Have them organize their speech into four paragraphs, identifying who they are, what they already know about the problem, its causes and effects, how they propose solving it, and what they want the end result to be. Allow students to use classroom and library resources to support their ideas with persuasive evidence.

Students should practice their speech and use appropriate tone and pacing. When they have finished writing, have students present their speech to the class.

UNIT FOUR

Captain Smith, this might be soon your fate too, through your rashness and unadvisedness.⁴

I, therefore, exhort⁵ you to peaceable councils; and, above all, I insist that the guns and swords, the cause of all our jealousy and uneasiness, be removed and sent away. 🍌

⁴ To act with **rashness and unadvisedness** is to act without careful thought or consideration.

⁵ To **exhort** is to urge strongly.

3 BQ BIG Question

Powhatan gives a warning here. What does he say the reward will be if the English treat his people fairly, and what will the English risk if they do not?

BQ BIG Question | 3

If the English treat Powhatan's people fairly, both sides will benefit from trade and each other's assistance and protection. If not, both sides will suffer hunger, fear, and doubt.

View the Art

How does this painting illustrate the relationship between the Powhatan and the English colonists as expressed in the speech? (It shows the anger the Powhatan have toward the colonists as they prepare to kill colonist John Smith.) Pocahontas was Chief Powhatan's daughter. She succeeded in saving John Smith's life. A temporary peace between the Powhatan and the English settlers was finally established after Pocahontas married English colonist John Rolfe.



Pocahontas Saving the Life of Captain John Smith, c. 1836–40. John Gadsby Chapman. Oil on canvas. Collection of the New-York Historical Society.

To Captain John Smith EXPLORE THE BIG QUESTION 447

Approaching Level

DIFFERENTIATED INSTRUCTION

Emerging Say: Imagine you are Captain John Smith. You have come to live in a foreign land with people whose culture you know nothing about. You and the other colonists have had conflicts with the people already living in this place. Have students write a letter to Powhatan in response to his speech. Tell them

that they may take the position of agreeing or disagreeing with Powhatan. Tell them to be sure to include details of what their goals are for their new settlement and what they would like their relationship to be like with the Powhatan. Remind them to include a greeting and a signature.

Assess

Ask students why answering the Big Question might be important to them. Consider sharing your own ideas.

Respond and Think Critically

Possible answers:

1. Powhatan wants the English to interact peacefully with his people.
2. Both sides can lead happier and more comfortable lives by trading with each other and living together in peace.
3. He means the English will starve because there will be no one to help them obtain food.
4. Students will likely say that Powhatan makes a convincing argument because he shows why the violence is unnecessary and harmful. He also explains how peace can benefit both sides.

Writing

Write a Summary In this speech, Powhatan tells Captain Smith that he is an old man and names the leaders who will follow him. He asks the English a number of questions. He wants to know why the English have been making war against his people. Then Powhatan says he is wise enough to know it is better to live in peace than be at war. He knows that both his people and the English can benefit from cooperation. Finally, Powhatan asks that the English treat his people peacefully and fairly.

After You Read

Respond and Think Critically

1. Use your own words to explain what Powhatan wants the English to do. **[Summarize]**
2. According to Powhatan, how can both groups benefit if they treat each other fairly? **[Identify]**
3. What does Powhatan mean when he says if his people leave, the English “must consequently famish by wronging [their] friends”? **[Interpret]**
4. Do you think Powhatan makes a convincing argument? Why or why not? Support your opinion with evidence from the text. **[Evaluate]**



Writing

Write a Summary Write a one-paragraph summary of the speech. You may want to begin your summary with this topic sentence:

In this speech, Powhatan tells Captain Smith that _____.

Notice that Powhatan’s speech is four paragraphs long. The paragraphs tell *who he is*, *what he wants to know*, *what he knows*, and *what he wants*. Write one sentence about the first and last paragraphs and two sentences for each middle paragraph.

Learning Objectives

For page 448

On this page, you will focus on the following objectives:

Reading: Monitoring comprehension by reviewing and summarizing.

Writing: Writing a summary.



Literature Online

Unit Resources For additional skills practice, go to glencoe.com and enter QuickPass code GL19756u4.

448 UNIT 4 What’s Fair and What’s Not?

Assessment Practice

Geography Connection Using encyclopedias, books, articles, and the Internet, have students research where various groups of Native Americans lived when the first English colonists permanently settled in the present-day United States. Group students and have them research a specific region of the United States, for example the Southeast, and have them list the groups that lived in this region. Using a large

outline map of the United States, have each group write the names of the Native American groups from the region they researched in the appropriate general area on the map. As a follow up, have each group choose one of the Native American groups from their region and research where they live today. Have each group write a brief paragraph comparing their findings from the 1600s and today.

Seeing Another Side



Opposing Faces. Artist Unknown.

BQ BIG Question What's Fair and What's Not?

In the picture, two people stare at each other face-to-face. How might the picture show the value of seeing both sides of an issue? When has seeing another side given you a new outlook?

English Learners

DIFFERENTIATED INSTRUCTION

SMALL GROUP **Intermediate** Explain that the phrase *seeing another side* is a figure of speech. It does not literally mean “seeing”; it means thinking about an idea from a different point of view. **Ask:** *When have you seen something from another side? What did you see? How did it affect your thoughts?* Have students discuss their answers.

Advanced Learners

DIFFERENTIATED INSTRUCTION

PARTNERS **Debate** Have partners choose a debate topic, like curfews. Have them present arguments from opposing sides. Then, they should discuss how seeing the other side affected their beliefs.

Part 1: Seeing Another Side

Ask: *How could seeing a situation from another side or point of view help you decide what is fair? (Some students may say that seeing another side helps them understand what might feel fair or unfair to someone else. Others may say that seeing another side helps them think more deeply about the fairness of their own viewpoints.)*

View the Art

Ask: *What story does this picture tell? Can there be more than one interpretation of the picture?*

(Students may say it is about two people confronting each other. Other interpretations could be someone looking in a mirror or two people on opposite sides of a wall.) Tell students that many artworks can be interpreted in more than one way. Suggest that the next time they look at a work of art to try to think of more than one meaning it can have.

BQ BIG Question

Possible answer: The painting indicates that both sides of a situation are important. Students may think of a situation with a friend when they learned what was fair or unfair.

For additional support for English Learners, see Unit 4 Teaching Resources, p. 19.

Before You Read

Focus

Bellringer Options

Daily Language Practice
Transparency 95

Say: Think of a time when you took a drive or a road trip. How were the places you visited different from your community? How were the people different? What lasting impression did the trip have on you?

Have students write a journal entry describing their experiences.

Vocabulary

Challenge students to write a paragraph about a memorable outing or vacation using the words *beckoned*, *radiating*, *discomfort*, and *buffet*. Encourage them to use more than one vocabulary word in each sentence. When students finish, ask volunteers to read their paragraphs aloud.

Before You Read

Looking for America

Connect to the Essay

Think about a time when it seemed as though one set of rules applied to you and another set of rules applied to others.

Quickwrite Freewrite for a few minutes about the two sets of rules. Was this fair treatment? Is it ever fair to have different rules for different people?

Build Background

The events in Elizabeth Partridge's essay take place during the summer of 1963 in Atlanta, Georgia.

- In the American South at that time, laws kept African Americans segregated, or separated, from whites. These laws were known as Jim Crow laws.
- It was against the law for African Americans and whites to eat at the same restaurants, sit together on buses or trains, or go to school together.
- It was also against the law for African Americans to use bathrooms or drinking fountains labeled "Whites Only." Bathrooms and drinking fountains for African Americans were not always available.

Vocabulary

architect (är'kə tēkt') *n.* one whose profession is to design, draw plans for, and help create buildings (p. 453).
The architect designed a house made mostly of glass.

beckoned (bek'ənd) *v.* signaled, summoned, or directed by a sign or gesture (p. 455).
Her father beckoned her to come inside and eat dinner.

radiating (rā'dē āt'ing) *v.* moving or spreading outward from a center (p. 458).
The warmth from the fire was radiating throughout the room.

discomfort (dis kum'fərt) *n.* uneasiness; hardship; pain (p. 459).
The discomfort he felt in the hot car was almost unbearable.

buffet (buf'it) *v.* to strike repeatedly; to knock against (p. 459).
The strong winds buffet the students as they walk to school.

Meet Elizabeth Partridge



"I started figuring out what was well written and what was not that good, because I love it when a story really works, I love the craft of writing."

—Elizabeth Partridge

California Writer Elizabeth Partridge grew up in a large family near San Francisco, California. She traveled with her family as they went camping across the United States every summer.

Literary Works Elizabeth Partridge has written children's books, biographies, and historical fiction, including award-winning nonfiction books about musician Woody Guthrie and photographer Dorothea Lange. Elizabeth Partridge was born in 1951.

Literature Online

Author Search For more about Elizabeth Partridge, go to glencoe.com and enter QuickPass code GL19756u4.

450 UNIT 4 What's Fair and What's Not?

English Learners

DIFFERENTIATED INSTRUCTION

Vocabulary Preteaching Direct students to the vocabulary words. Have different volunteers read each word, its definition, and the sample sentence aloud. **Ask:** What kinds of things might an architect design? (Possible answers: office buildings, houses, hotels) What would you be doing if you beckoned someone? (You might call to them, wave to them, or gesture for them to come

toward you.) If you dropped a pebble into a pond, how would you describe the ripples? (The ripples are radiating on the surface of the water.) What are some things that might cause discomfort? (Possible answers: a trip to the dentist, a foot sprain, a muscle cramp) If you buffet someone's front door, what are you doing to it? (You are knocking on it.)

Approaching Level

DIFFERENTIATED INSTRUCTION

Vocabulary Preteaching Have students work in small groups to write brief true/false statements for each vocabulary word. Have them read their statements and have other group members respond to them. Then ask volunteers to suggest ways to change any false statement into a true one that reflects the meaning of the word.

Set Purposes for Reading

BQ BIG Question

As you read, ask yourself, what does the narrator learn about fairness during her trip?

Literary Element Style

Style is the author's choice and arrangement of words and sentences in a literary work. The author's style reflects the tone and advances the theme of the work.

Paying attention to the author's style can help you understand the author's purpose in writing and attitude toward the subject and audience. Consider the following questions as you read:

- What kind of language does the author use? What figures of speech are included?
- What are the sentence patterns? How important are conversations to the essay?
- How does the author feel about this subject?

As you read, ask yourself, how does the style of the essay reveal the author's attitude toward what she sees during her travels?

Reading Skill Distinguish Fact and Opinion

A **fact** is something that can be proved true. An **opinion** is what someone believes to be true. Research is the basis for facts. Feelings or experiences are the basis for opinions. Opinions cannot be proved.

When you **distinguish fact and opinion**, you decide what can be proved true and what someone believes.

To distinguish fact and opinion, ask yourself the following questions as you come across convincing information:

- Does the author provide a source or supporting evidence?
- Does the information correspond with facts I already know?
- Is the author presenting his or her feelings about the subject?

As you read "Looking for America," record statements of fact and opinion from the selection. You may find it helpful to use a graphic organizer like the one below.

Statement	Fact or opinion?	How Do I know?

Learning Objectives

For pages 450–460

In studying this text, you will focus on the following objectives:

Literary Study: Analyzing style.

Reading: Distinguishing fact and opinion.

Writing: Writing a letter.

TRY IT

Distinguish Fact and Opinion

Your friend just returned from a trip to Beijing, China. She tells you that Beijing is the capital of China. She also says that Beijing is the best place in the world to vacation. Which of her statements is a fact and which is an opinion? How do you know?

Before You Read

Focus

Summary

In this narrative, the author takes a memorable family trip in the summer of 1963; she is 11. While in Atlanta, Georgia, the author has her first experience with segregation and racism. Hurt and confused, the author leaves Atlanta feeling helpless because she could not change what she knew was wrong and unfair.

Literary Element

Style One strong component of Partridge's style is her use of verbs. As students read, ask them to identify verbs that help convey her feelings.

Reading Skill

Distinguish Fact and Opinion Pair students up and have them talk about movies they feel strongly about. Then partners should identify which of the points was a fact and which was an opinion. Partners then switch roles.

TRY IT

Beijing is the capital of China is a fact and can be proven true. The other statement is an opinion because favorite vacation places will vary.

Looking for America 451

Approaching Level

DIFFERENTIATED INSTRUCTION

Established Remind students that authors do not always directly state their thesis, or main idea statement. Point out that "Looking for America" does not contain a sentence that summarizes what the author learned about fairness but that this information can still be determined by a close reading.

Ask: What sort of clues can we look for to help determine the main idea in a piece of writing? (Possible answer: We can see if the writer goes back to one idea over and over again to reinforce it. We can notice details and clues given through characters and events in the plot.)

English Learners

DIFFERENTIATED INSTRUCTION

Advanced While they read, have students fill in a chart to help them focus on the author's style. One column should contain examples of the author's style; the other should contain notes on the effect or meaning of each example. Have students share their examples.

Teach

View the Art

Have students read the title of the essay and look at the picture above it. **Ask:** **What do you think this essay will be about? Tell students that the type of road sign in the picture is used throughout the United States.**

Ask: **Why would road signs be similar throughout the country? (So they are easy to identify even when traveling in unfamiliar places.)**



Noonlight in Vermont. David Arsenault. Oil on canvas. Private Collection.

Looking for America

Elizabeth Partridge

Literary Element

1

Style Yes, it is unusual. It begins as though someone just started talking to the reader. The author's style will be conversational.

APPROACHING Read the first three paragraphs aloud. **Ask:** **What can we infer about the author's feelings towards her family from these paragraphs? (She feels self-conscious and ashamed.)**

Readability Scores

Dale-Chall: 3.7

DRP: 55

Lexile: 860

1

What I hated most was how people stared at us. I didn't mind so much while we were driving, and I would see people's mouths drop open as we flew by. But I hated it when we pulled into a campground or a gas station. As soon as my father rolled down the window, someone would stick his head in, look us over, and ask, "Where're you folks from?"

"California," my dad would say. They'd nod, like that explained it.

But it didn't, of course. It didn't begin to explain why our family was driving across the country in the summer of 1963, in an old Cadillac limousine painted a bright, metallic gold. The five of us kids didn't sit tidily in a row

Style Is this an unusual way to start an essay? How does it set the tone of the essay?

452 UNIT 4 What's Fair and What's Not?

Reading Practice



Infer Point out that the inspiration for the title is hinted at early in the narrative. **Say:** **Titles are one important way of discovering the meaning of a work of literature.**

Have students work in groups to discuss the following questions.

- Why do the author's parents say they are "looking for America?"

- Do you think the narrator agrees with them? Why or why not?
- Predict why the author chose "Looking for America" as the title.

When groups have finished answering these questions, discuss their responses. Then have students create the following graphic organizer to use as they read:

Textual Evidence

How it Explains the Title

As they read, have students write down experiences and descriptions that explain the title.

like regular kids but instead were sprawled on a double bed mattress that my dad had spread across the back. My parents called it “looking for America.” I thought it was more like being looked at by America.

My dad was a freelance photographer,¹ and to fund our trip he’d arranged to photograph buildings and parks all over the United States. We ranged in age from my seventeen-year-old sister, Joan, to baby Aaron. I was eleven, smack in the middle of the pack, with my brother Josh three years older and my sister Meg two years younger.

We threaded our way through national and state parks, zigzagging toward New York City. In the Southwest we climbed rickety wooden ladders up a cliff into old Pueblo Indian houses; in Yellowstone we were drenched by Old Faithful;² in Kansas we rolled out of bed at five A.M. to watch a farmer milk his cows.

“Look at it!” my father would say, throwing his arms out. “Just look at it all.” With off-the-cuff comments³ by my father, and more thoughtful views from my mother, we took in the rhythms and lives of other Americans. “We’re lucky to be alive,” my father said. “Right now, right here!”

By late August we had made it to New York, camped our way down the Great Smoky Mountains,⁴ and were headed for Atlanta, Georgia.

An architect my father knew, Mr. McNeeley, had designed his own house in Atlanta. We were invited to

¹ A **freelance photographer** is a photographer who works on his or her own and may have many different employers.

² The **Pueblo Indians** are a group of Native Americans living mainly in New Mexico and Arizona. **Yellowstone** is a park in Wyoming, Idaho, and Montana. It is famous for a hot spring known as **Old Faithful** that sprays water and steam from the ground.

³ To make an **off-the-cuff comment** is to say something without thinking carefully about it.

⁴ The **Great Smoky Mountains** are mountains on the border between North Carolina and Tennessee.

Vocabulary

architect (är'kə tekt') *n.* one whose profession is to design, draw plans for, and help create buildings

2

Distinguish Fact and Opinion Is this a statement of fact or opinion? How do you know?

3

Style What details does the author describe in this paragraph? How do they let readers know how she feels about the trip?

UNIT FOUR

Teach

Reading Skill

2

Distinguish Fact and Opinion This is an opinion. You can't look it up to prove it to be true. Students may note that the author is expressing her feelings, and that there is no evidence to suggest that other people are staring at her.

Literary Element

3

Style Details describe activities that convey the narrator's discomfort, such as waking early for something boring. She is not enjoying the trip.

Cultural History

Road Trips Explain that cross-country family road trips became very popular in the 1960s because new highways made the entire country accessible for the first time. Airline travel was not yet convenient or affordable for most families. For many, car travel was a very exciting adventure: families like the Partridges would spend their summers touring America, often camping outdoors.

Looking for America 453

English Learners

DIFFERENTIATED INSTRUCTION



Intermediate Give students a map of the United States and have them work in small groups locating the various places the author describes visiting. Remind students that the family began the trip in California. Ask them to trace the itinerary of the vacation. When the groups have finished, ask the class

to look at their maps and use them to explain what the author means by *zigzagging* and *threading*. **Ask:** How does your map help explain the author's feelings about the trip? Ask students to point to specific evidence from the text to clarify their views.

Teach

View the Art

Students may say that the painting feels empty and cold, even though it has pretty, warm colors. Its main subject is the street, and there are no people around. This reflects how the narrator feels about the McNeeleys' house. It is sterile and perfect and makes the narrator feel uncomfortable. **Ask:** Have you ever been in a beautiful place that made you feel uncomfortable? Why do you think it made you feel this way?

Teaching Note

Reading Fluency Practice reading fluency with students. Lead the class in an echo reading. Read a paragraph aloud to the class, making sure to read the way you think the author would say the words. Then have students recite the same paragraph as a group. Repeat for each paragraph. Discuss what new insight students have about the narrator or the trip from the echo reading.



September 22, 2003: *Dowling Street* has been attached by Greg Dyke over new laws that will allow an American company to own ITV, 2003. Ben McLaughlin. Oil on panel. Private Collection, Wilson Stephens Fine Art, London.

View the Art What feeling do you think the painter of this scene is trying to convey? Does it relate to how the author views her family's trip to visit the McNeeleys?

stay while my father photographed the house. I was excited—after weeks of smoky fires and pit toilets, we were going to stay in a real house. Maybe they'd even have a TV in their rumpus room⁵ and we could spread out on a comfortable couch and watch something like *The Wonderful World of Disney*.

We hit the Deep South just as a hot spell struck. The air was thick and steamy and smelled like mildew. The buzz of cicadas⁶ filled my ears.

My mother insisted we stop for the night at a campground outside of Atlanta, so we could clean up. After dinner she handed out towels and shepherded us into the

⁵ A **rumpus room** is a playroom or family room.

⁶ **Cicadas** (sī kā'dəz) are large insects, sometimes called locusts. The male makes a loud, shrill buzzing sound by means of two vibrating plates on its abdomen.



Writing Practice

Description Point out that one way the author helps her readers understand her experiences as a child is by providing meaningful details about what she saw and experienced. Provide the following sentence as an example: *The air was thick and steamy and smelled like mildew.* **Ask:** Why is this a descriptive

sentence? (Students may note the multiple adjectives or the simile.) Then ask students to write a descriptive sentence of their own, using the above sentence as a model. Instruct them to instead write about cold winter air, making sure to use multiple adjectives, a simile, or both. Have students compare their

sentences. Repeat the process with the sentence *Every surface was shiny clean, nothing out of place.* This time, instruct students to imagine a dirty house and write a sentence following the author's model.

public showers, a squat cement building with huge spiders in the corners and black beetles scuttling across the wet floors. Washing my hair, I discovered a big knotted tangle in the back, but it hurt too much when I tried to brush it out so I just left it. At least my hair was clean.

Late the next morning when we arrived at the McNeeleys', I saw that my mother had been right to tidy us up. Their new house was perfect. Every surface was shiny clean, nothing out of place. Built around a courtyard filled with plants, floor to ceiling glass windows let a dappled⁷ green light into every room. Antique Persian rugs⁸ covered the smooth cement floors, and modern sculptures made of glass and ceramic perched on back-lit shelves. There wasn't a rumpus room in sight. Mrs. McNeeley wore bright red lipstick and white slacks with a crisp linen blouse. I was painfully aware of the big snarl in my hair.

Mrs. McNeeley showed my sisters and me into a guest room with its own bathroom loaded with huge, fluffy towels and sweet-smelling soap, then left us, saying she needed to speak with the cook about lunch arrangements.

I stood on one foot and stared out into the courtyard. Our mother was right to be concerned: we didn't fit in. "How long do you think we're staying here?" I asked Meg nervously.

At lunchtime my mother beckoned me to take the chair next to Aaron. A tall black woman wearing a starched apron came in through a swinging door. She carried a casserole with a heavy silver spoon laid across the top.

"Thank you, Annie," said Mrs. McNeeley. I stared at my mother, frozen. What were we supposed to do now? Did we dip the spoon in the casserole and serve ourselves? Did we get served? Annie stood next to my mother, the casserole in her outstretched arms. My mother looked

⁷ Something **dappled** is marked with spots or patches of color.

⁸ **Antique Persian rugs** are rugs made in an early period of Iran's history. The rugs are very expensive.

Vocabulary

beckoned (bek'ənd) v. signaled, summoned, or directed by a sign or gesture

Visual Vocabulary

A **casserole** is a baked food with many different ingredients inside.



Style Which senses does the author appeal to when she describes the McNeeleys' house?

UNIT FOUR

Teach

Literary Element

1

Style She appeals to the senses of sight ("shiny clean surfaces"), touch ("huge, fluffy towels," "smooth cement floors"), and smell ("sweet-smelling soap").

Looking for America 455

Approaching Level

DIFFERENTIATED INSTRUCTION

Emerging Of her family, the author says, "We didn't fit in." Why? Create a T-chart on the board, with *The Partridges* as a heading in one column and *The McNeeleys* as the heading in the other. Ask students to provide descriptions of each family in the respective column. Encourage them to include both facts and opinions, but tell students that they must give specific details from the text that

shows how they drew their conclusions. Then have a class discussion about the differences and/or similarities between the two families.

English Learners

DIFFERENTIATED INSTRUCTION

Intermediate Explain that the word *shepherded* derives from the noun *shepherd*, one who tends sheep. Have them review the author's usage of the word and write a definition of the verb form. **Ask:** Why did the author choose to use this verb? Have students point out context clues that convey their answers.

Teach

Writer's Technique

Mood Writers use words, settings, and details to create a specific feeling in the reader. This is called *mood*. Explain that the author in this selection is trying to convey an atmosphere of strangeness and alienation. **Ask:** *What elements of the story or the author's language convey these feelings?* (Students might mention the details about the heat or descriptions of the family's discomfort.)

Literary Element

1

Style The action words *slipped*, *crossed*, and *bolted* help show how anxious and awkward the narrator feels.

uncomfortable and busied herself with tucking a napkin into the neck of Aaron's shirt. My stomach twisted. Even my mother wasn't sure what to do.

"Please," said Mrs. McNeeley to my mother, "help yourself."

When Annie stood next to me I just looked at her helplessly, afraid I would spill casserole all over my lap from the big silver spoon. She winked at me so quickly I wasn't sure she had, and put a spoonful of casserole on my plate.

After lunch my father started shooting interiors⁹ of the house. The rest of us were shepherded to the courtyard. My mother and Mrs. McNeeley sat under a big umbrella, and Annie brought out a pitcher of iced tea and tall glasses full of clinking ice cubes.

Meg and I played hopscotch on the flagstones, while Joan challenged Josh to a game of rummy.¹⁰ Aaron sat and banged on a metal pail. The heat fell down on us, heavy and moist, and the whiny buzz of the cicadas set my teeth on edge. Aaron smashed his hand under the pail and started screaming. Suddenly my head felt like it was exploding with noise and heat and an anxious worry.

I had to get away from my sisters and brothers, away from Mrs. McNeeley sitting stiffly with a tight smile.

1 I slipped inside, crossed the dining room, and bolted through the swinging door, right into the kitchen. Annie stood with her back to me, working at the sink.

"Yes, Ma'am?" she said, turning around. "Oh," she said, surprised to see me. I stood awkwardly, ready to dash out again. Maybe I wasn't allowed in the kitchen. The cook tipped her head toward a small pine table.

"Sit, honey," she said. I tried to ease graciously into the chair but managed to knock my funny bone on the edge of the table and let out a yelp.

"You must be growing," the cook said. "Skinny as all get out, and don't know where your body's at."

I didn't want to tell her I was always banging myself on something. She put two sugar cookies and a tall, cold glass of milk in front of me. As I ate, I watched her wash the

⁹ If a photographer is *shooting interiors*, the photographer is taking pictures indoors.

¹⁰ *Flagstones* are paving stones, and *rummy* is a card game for two or more players.

Style How does the author use the verbs in this sentence to describe her trip to the kitchen?

Literary Element Practice



First-Person Point of View Remind students that this selection is a personal narrative told from the point of view of the author. In a first-person narrative, all information about the story's characters and events comes from the narrator. Readers must determine how the narrator's experience influences the story.

- What affects the narrator's description of Mrs. McNeeley? (*the narrator's feeling of awkwardness in the situation*)
- If Mrs. McNeeley were telling the story, how might she describe the scene? (*Possible response: she might tell how the people in the Partridge family seem very uncomfortable.*)

lunch dishes. Steam rose from the sink, and moisture beaded up on her forehead. When she finished she filled a quart-size canning jar with cold water and drank. I was grateful for her quiet company.

When Aaron woke up from his nap we walked to a nearby city park. Though the sun was low, the air still felt like we were walking in a huge oven, with more heat



Confetti Still Life. Lillian Delevoryas. Private Collection.

2

Style How does the figurative language here add to the mood of the essay?

UNIT FOUR

Teach

Literary Element

2

Style The simile conveys the narrator's discomfort with her surroundings and the McNeeleys.

APPROACHING Students may have difficulty with literary term *mood*.

Ask: Why is the author's discussion of heat appropriate given the narrator's current feelings? (She feels trapped and uncomfortable in her surroundings.)

View the Art

Ask: How is this painting like the McNeeleys' kitchen? (It's neatly arranged and pretty.) Many artists throughout history have painted still life scenes. They often use ordinary objects like fruit and household items. Still life scenes are also commonly used as subjects in art classes because they allow the artist to observe for long periods of time and often consist of simple shapes.

Looking for America 457

Approaching Level

DIFFERENTIATED INSTRUCTION

Emerging Students will have formed opinions about various characters by this point in the story. Have students use a chart like the one shown to record their opinions of characters and details from the story that led them to their opinions.

Character

My
Opinion

Story
Details

Invite students to share their opinions of characters in the story in a class discussion.

English Learners

DIFFERENTIATED INSTRUCTION

Partners **Advanced Say:** The narrator's mother distinguishes between rules and laws.

Ask: What is the difference? Use class discussion to distinguish the terms. Connect to the Big Question by asking students to clarify what makes a fair rule and a fair law. **Ask:** Why are laws based on people's prejudices unfair?

Teach

Reading Skill

1

Distinguish Fact and Opinion

Possible response: This is a fact. I can do research to prove that African Americans and whites were separated in the South at the time Partridge had this experience.

BQ BIG Question

Even though the narrator tries to obey the law by finding a different fountain, no other fountain is available for African Americans.

radiating up from the cement. My mother sat on a bench next to the sandbox and plunked Aaron down in the sand.

I spotted a drinking fountain and ran over, guzzling the water in great big gulps. Meg thumped into my back.

"My turn!" she said. I clung tight to the faucet and jabbed backward at her with my elbows until my stomach was full.

When I stood up, water slid down my neck and under my shirt. Over the fountain was a sign I hadn't noticed: "Whites Only."

"Mom," I yelled back across the playground. "What does 'Whites Only' mean?"

My mother flung her hand out. "Sh. . . ." she said. "Come over here."

I stood next to my mother, who leaned in close.

1 "Negroes aren't allowed to drink from the same fountains as whites in the South, or use the same bathrooms."

I stared at my mother, disbelieving.

"Are those rules?"

"More than rules," she said sadly. "Laws."

I walked all around the playground, but I didn't see any other drinking fountain.

The next morning as my parents were packing the car, I slipped back into the kitchen.

"We're leaving," I said to Annie.

"I know, honey," she said. "You have a good trip now, you hear?"

The breakfast dishes were sitting in the rack drying, carrots and potatoes lay on the counter, next to her half-full jar of water. I wanted to ask Annie what she did when she got thirsty at the park. But it seemed like too big a question. I searched for something I could ask, something that was small and not tangled up.

"Why do you drink from a jar?" I blurted out.

She looked at me, considering. Her eyes were full of a lot of things I couldn't read.

Vocabulary

radiating (rā'dē āt'ing) v. moving or spreading outward from a center

Distinguish Fact and Opinion

Is this a statement of fact or opinion? How do you know?

BQ BIG Question

How does this statement reflect the unfairness of the situation?

458 UNIT 4 What's Fair and What's Not?

Reading Practice



Summarize Remind students that summarizing means restating the main points of a selection in their own words. Summarizing a personal narrative helps readers clarify the significance and meaning of the experience being written about. Have students write a two-sentence summary answering the following questions:

- What has the author learned about fairness from her experiences in Atlanta?
- How has this knowledge affected the author? Why?

Have students compare their summaries with a partner.

"I get mighty thirsty," she finally said. "Those glasses aren't big enough for me."

I didn't understand. She was by the sink all day where she could easily refill her glass.

I heard my father call out, "Let's go!" and I spun out of the kitchen through the swinging door. We drove away from the house of clean rooms and dappled green light and extra-good behavior. Away from the park and kitchen and rules—laws—I didn't understand.

In no time we were out on the highway, my father whistling with the joy of being back on the open road. I leaned over the front seat and asked my mother, "Why did Annie drink out of a jar?"

My mother didn't look at me but spoke softly to her hands resting in her lap. "She probably wasn't allowed to drink from the glasses the family used."

I lay back on the mattress and thought about that. The cook prepared all their food, washing, peeling, chopping, and serving. She set the table, touching every dish. Why couldn't she drink out of their glasses?

My mother must have felt me thinking behind her, because she turned around and said gently, "Some things just don't make sense."

She turned back, **discomfort** settling on her shoulders like an old sorrow. It was all too big, too complicated, even for her.

I still didn't understand. Why would everyone go along with something that didn't make any sense? I rolled down my window and let the hot air **buffet** my face, hoping it would blow away some of the helplessness I felt. 🍃

Vocabulary

discomfort (dis kum'fərt) *n.* uneasiness; hardship; pain

buffet (buf'it) *v.* to strike repeatedly; to knock against

UNIT FOUR

Teach

BQ BIG Question

Most students will likely say that unfair situations call for action, not acceptance, and there are ways to change senseless laws.

Literary History

Memoirs Explain that personal narratives, often referred to as memoirs, are very popular among adults and young adults alike. **Ask:** After reading "Looking for America," why do you think that personal narratives might be popular or meaningful to readers today?

BQ BIG Question

Do you agree with the author's mother? Are there ways to change things that are unfair?



To check students' understanding of the selection, see Unit 4 Teaching Resources, pp. 31–32.

Looking for America 459

Advanced Learners

DIFFERENTIATED INSTRUCTION



Analyze Form discussion groups of three or four. **Say:** The author has titled her narrative "Looking for America." As a child, what did she find? Now as an adult, why would she title her writing this way? Have students discuss these questions, and ask each group to report back to the class with their answers.

Approaching Level

DIFFERENTIATED INSTRUCTION



Emerging Say: If you were the narrator, how would you respond to the unfair situation that Annie faced? Lead a class discussion about actions the narrator could have taken and how, in general, people can respond to unfair situations.

After You Read

Assess

Respond and Think Critically

Possible answers:

1. Annie puts a spoonful of casserole on the narrator's plate because the narrator is afraid of serving herself.
2. She is uncomfortable because the house seems too nice for her and her family. She thinks they aren't good enough to be staying there. She is also confused by Annie's role in the household.
3. She wants to ask Annie what she does when she gets thirsty at the park. It seems like too big and complicated a question to ask.
4. Students may say the style is colorful, chatty, personal, funny, dramatic, or complicated. Students should support their opinion with examples from the text.
5. Possible response: The author uses an effective mix of facts and opinions. The opinions bring emotion to the issue of segregation, and the facts prove what life was like in the South during this time.
6. She feels helpless because she has seen an unfair situation that doesn't make sense. She is confused and does not know what to do. She has learned that there are unfair situations she didn't know about and has no power to change.

After You Read

Respond and Think Critically

1. How does Annie help the author at lunch? **[Recall]**
2. Explain why the author is uncomfortable at the McNeeleys' house. **[Summarize]**
3. What question does the author want to ask Annie? Why doesn't she ask this question? **[Infer]**
4. **Literary Element Style** How would you describe the author's style in "Looking for America"? Choose one or two words to describe it, and explain your choice. **[Analyze]**
5. **Reading Skill Distinguish Fact and Opinion** Review the graphic organizer you completed as you read. How does the author use both facts and opinions to tell about segregation? **[Classify]**
6. **BQ BIG Question** At the end of the essay, why does the author feel helpless? What has she learned about fairness? **[Conclude]**

Vocabulary Practice

Match each boldface vocabulary word with a word from the two right columns that has the same or a similar meaning. Two of the words in the right columns will not have matches. Then write a sentence using each vocabulary word or draw or find a picture that represents the word.

- | | | |
|---------------|-------------|--------------|
| 1. architect | a. signaled | f. spreading |
| 2. beckoned | b. beat | g. designer |
| 3. buffet | c. bridge | |
| 4. radiating | d. pain | |
| 5. discomfort | e. dying | |

Example sentence: A local architect designed the new mall.

Writing

Write a Letter What is the author's main point in "Looking for America"? Which characters help support the point? Write an informative letter to one of the characters. In the letter, explain how the character's words or actions help support the author's main point. Include supporting details from the essay. Be sure your letter includes a date, a greeting, a closing, and a signature.

TIP

Analyzing

In question 4, to analyze the author's style, think about the language she uses.

- What kind of word choices and sentence structure does she use to describe her experience?
- What examples of figurative language can you find?
- What tone do the words, sentences, and figures of speech create? Is the essay funny? Playful? Dramatic?

FOLDABLES Study Organizer

Keep track of your ideas about the **BIG Question** in your unit Foldable.



Literature Online

Selection Resources

For Selection Quizzes, eFlashcards, and Reading-Writing Connection activities, go to glencoe.com and enter QuickPass code GL19756u4.

460 UNIT 4 What's Fair and What's Not?

Vocabulary Practice

1. g
2. a
3. b
4. f
5. d

Writing

Write a Letter Students' letters should be written in standard letter format and be directed to a character in the essay. The letters should take an informative approach and explain how the recipient's role supports Partridge's thesis that there is no good reason for prejudice or segregation.

Progress Check

Can students comprehend vocabulary?

If...fewer than 2 answers are correct

Then... Glencoe Interactive Vocabulary CD-ROM.

Learning Objectives

For pages 461–463

In studying this text, you will focus on the following objectives:

Reading:

Analyzing text structure.
Recognizing bias.

Set a Purpose for Reading

Read to understand both sides of the debate about school dress codes.

Preview the Article

1. What does the **title** suggest about school dress codes?
2. What information can you find in the red box, also called a **sidebar**?

Reading Strategy Recognize Bias

Bias is a tendency to be for or against a certain position. To **recognize bias**, think about the author's purpose and word choices. Also pay attention to whether statements include supporting facts.

Author's purpose

Important words

Factual support

TIME



What should students wear to class?

By MELANIE BERTOTTO

At my school in Lemoyne, Pennsylvania, Principal Joseph Gargiulo follows the latest styles. But his interest has nothing to do with a love of fashion. He is just trying to back up Lemoyne Middle School's dress code.

Lemoyne does not let students wear flip-flops and pajama pants. "Pajamas are for sleeping in," says Gargiulo. "School is a student's job. You don't go to your job in pajamas."

TIME 461

TIME

Focus

Summary

This article presents two sides of an issue likely to be close to students' hearts: school dress codes. One author argues that dress codes help schools reduce discipline problems and increase school pride. Another author believes that dress codes stifle individuality and infringe on students' right to self-expression.

For summaries in languages other than English, see Unit 4 Teaching Resources, pp. 33–38.

Teach

Possible responses:

1. There is uncertainty about whether dress codes help student achievement.
2. Opinions for and against school dress codes.

Reading Strategy

Recognize Bias Bias is often based on strong opinions. To help students identify opinions, have them look for signal words such as believe, feel, and think. Also have them look for quotations which are often expressions of opinions.

For an audio recording of this selection, use Listening Library Audio CD-ROM.

English Learners

DIFFERENTIATED INSTRUCTION

Intermediate Tell students that homonyms are words that sound the same but have different spellings and meanings. Write the words *principal* and *principle* on the board, along with their definitions. (A *principal* is the head of a school; a *principle* is a basic truth, law, or standard.) Ask students to think of

more homonyms. (*Sample answers:* ant/aunt; blue/blew; rite/right/write; cell/sell.) Have students think of and say a sentence using each homonym. As a class, discuss what context clues help you know which homonym is being used.

Teach

BQ BIG Question

Say: A dress code may force many students to buy new clothes. Is it fair to ask students to buy new clothes that match the school's dress code?

(Responses will vary. Some students may say that some dress codes allow students to wear clothes that they already own or that students will have to buy new school clothes at some point anyway.)

Readability Scores

Dale-Chall: 4.6

DRP: 64

Lexile: 970



Seventh-grader Leah Hawthorn disagrees. She says that wearing whatever she likes helps her do good work at school. "You worry less about how you look," she says. "So you are more focused on what you're doing in class."

Pennsylvania is one of 28 states that has given school districts¹ the power to decide what students can wear to class. Many who are in charge of education believe that dress codes are good for students. They point to places such as the Long Beach Unified School

District in California to prove it. In 1994, that school district became the first public school system to order elementary and middle school students to wear uniforms. Soon after, the school district found that fewer students had been absent and fewer had been put out of school than before.

Some people say that dress codes and uniforms go against the right of freedom of expression. The American Civil Liberties Union (ACLU) has filed lawsuits for parents and students who say that school dress codes are unfair.

¹ **School districts** are areas containing public schools that are managed together.

Listening and Speaking Practice

Persuasive Presentations Have students think about the article "Dressed for Success?" and determine with which side they agree. Have them make a list of reasons they support this position. Then have them write a brief speech about their opinion including a clear statement of the position, relevant evidence,

and a logical sequence of information. Using their written speeches, have students deliver a persuasive presentation. Encourage them to engage and try to persuade listeners by using strong arguments and appropriate nonverbal techniques such as eye contact and gestures.

Should schools be able to tell students what to wear?



Dorothy Harper was the deputy of the Long Beach Unified School District.

YES! Dress codes can play a major role in helping schools fulfill one of their [main] responsibilities:

keeping students safe. Dress codes help schools [set] standards of behavior. This results in safe and orderly classrooms. Most important, dress codes require that all students be held accountable for maintaining a school climate that encourages learning. Schools that successfully adopt² dress codes are generally safer, have more positive climates, and have a stronger sense of school pride. That's a lot to gain without having to give up much at all.

² To **adopt** something is to accept it and put it to use.



Allen Lichtenstein is an ACLU lawyer in Nevada.

NO! The Supreme Court has said that students do not leave their constitutional rights at the schoolhouse door. Yet some

schools' dress codes restrict students' freedom of expression. Supporters claim that uniforms and dress codes improve discipline³ and increase student achievement. But there is little evidence to support this. Codes stifle individuality.⁴ While no one supports allowing clothing that is dangerous, disruptive, or too revealing, many codes go too far. America has always prided itself on the individual's right to self-expression. That respect should extend to student clothing.

³ Here, **discipline** is orderly conduct.

⁴ **Individuality** is the combination of qualities that make one person or thing different from another.

TIME

Assess

Respond and Think Critically

Possible answers:

1. Students' summaries should note that schools are given the power to impose a dress code on their students; that some people believe that dress codes improve student behavior and keep them safer; and that others feel that dress codes remove a student's freedom of expression.
2. Students should clearly choose one side of the dress code issue and give support for their choice.
3. Parents might support a dress code because they believe it will increase discipline or make the school safer. They might oppose a dress code because it restricts their child's right to expression or because of the cost of uniforms.
4. Students should choose one viewpoint over the other and explain why other students are likely to favor that argument.
5. Students may choose any of the unsupported statements in the sidebar, including the ideas that schools with dress codes are safer, have more positive climates, or have more school pride, or that dress codes restrict freedom.

6. By seeing the other side of an issue, a reader can build new arguments and strengthen existing ones. Readers can also know how to respond to the other side. Students should choose an argument from the side they don't favor and present a statement that supports that view.

Respond and Think Critically

1. Write a brief summary of the main ideas in this article. For help on writing a summary, see page 170. [Summarize]
2. **Text to Self** On which side of the dress code issue are you? What are your reasons for supporting this side over the other? [Connect]
3. Why might parents be in favor of, or against, a school dress code? [Infer]
4. Look at the two opinions in the sidebar. With whose opinion would most students at your

school agree? What evidence best supports that opinion? [Compare]

5. **Reading Strategy Recognize Bias** In the sidebar, find an example of an unsupported inference or statement.
6. **BQ BIG Question** How does seeing both sides of an issue help readers better understand an issue? Whatever side of the dress code debate you are on, write a statement of support for the other side.

TIME 463

English Learners

DIFFERENTIATED INSTRUCTION



Beginning Some of the language in the viewpoints may be difficult for non-native speakers of English. Make a list on the board of the following terms: standards of behavior, held accountable, school climate, Supreme Court, constitutional rights, and freedom of expression. Provide a brief definition of each term. Also point out that the latter three terms

from Allen Lichtenstein's opinion are terms specific to American laws and institutions. Ask students if they have any questions about the meaning of these terms. Then have them reread the opinions. **Ask students:** Does Dorothy Harper support school dress codes? (yes) Does Allen Lichtenstein support school dress codes? (no)

Before You Read

Focus

Bellringer Options

Daily Language Practice Transparency 97

Take an informal survey of students' ice cream flavor preferences. Tally the results on the board and **ask**:

Which flavor is the most popular?

Which flavor is the least popular?

Who might be interested in information about ice cream preferences?

Summary

The “Middle School Technology Use Survey” asks students about their computer and Internet use and how technology has affected them. The “Brainwell Middle School Computer Use Policy” outlines rules users must follow and requires student and parent signatures, to show they have read and understand the policy.

Reading Strategy

Draw Conclusions About Meaning and Purpose Point out to students that the word *function* in *functional documents* indicates that the documents serve a purpose. They are written to communicate or gain information.



Writing Practice



Use Information Explain to students that surveys are one tool people use to make decisions. To give students a better idea of how this might work, have each student complete the survey. Then divide students into small groups and distribute the surveys equally among the groups. Tell each group to

imagine they are on a committee that is in charge of deciding whether to buy more computers for students to use at their school. They want information about how students use computers at school, to see if buying more will help students complete their homework and get better grades.

Each group should write a recommendation, using the information gained from the surveys. Tell groups that they may want to focus on questions 3, 4, and 5 to judge whether having more computers would be a good idea.

Before You Read

Functional Documents

Connect to the Functional Documents

Think about rules you must follow at home or at school.

Partner Talk With a partner, talk about one rule you have in your home or at school. What is the purpose of the rule? What happens if you break it? Do you think the rule is fair?

Build Background

We can't always predict how changes in the world, such as developments in technology, will change the way we live. So we have **surveys**, which are studies that ask for input from people, to help us understand how they think or behave. Other documents, called **policies**, guide our actions. Knowing how to use these documents is an important part of living in modern society.

- **Surveys** collect information from a group of people. When you fill out a survey, you answer questions. You might give your opinion.
- A **policy** is a set of rules. For example, schools have policies for use of equipment. Most policies help you make sure that your actions do not hurt or cause difficulty for anyone else.

Set a Purpose for Reading

Reading Strategy

Draw Conclusions About Meaning and Purpose

A **conclusion** is a general statement about something supported by reasoning and details. When you **draw conclusions about meaning and purpose**, you make a statement about *what* significance the information in the document has and *why* it was written.

You can draw a conclusion about the **meaning** of a document by asking questions that begin with *what*.

- What information is in this document?
- What is the main idea?

You can draw a conclusion about the **purpose** of a document by asking questions that begin with *why*.

- Why did someone write this?
- Why should I read this?

Learning Objectives

For pages 464–468

In studying this text, you will focus on the following objectives:

Reading:

Drawing conclusions about author's meaning.

Recognizing author's purpose.

Understand Surveys

What kind of information is this survey asking for? Explain when and why someone might want this information.

Middle School Technology Use Survey

1. Are there computers for students to use at your school?

- ☐ Yes
☐ No
☐ Don't know

If there are computers at your school, please answer the following questions.

2. Where are computers at your school located?

- ☐ In a computer lab
☐ In classrooms
☐ In the school library or media center
☐ Another place

3. How often do you use a computer at school?

- ☐ Daily
☐ About once a week
☐ Two to four times a month
☐ Never

4. Do you have access to the Internet at school?

- ☐ Yes
☐ No
☐ Don't know

5. How helpful is having a computer to use at school?

- ☐ Very helpful
☐ Somewhat helpful
☐ Not at all helpful

(continued)

Draw Conclusions About Meaning and Purpose

Read through the questions on this page. Who would complete this survey? Who might want this information? Why might the questions have a multiple-choice format?

UNIT FOUR

Teach

Reading Strategy

1

Draw Conclusions About Meaning and Purpose

Middle school students would complete this survey. Teachers, school systems, or computer makers might want the information. The questions are probably multiple-choice so that answers from many people can be organized and evaluated easily.



For additional reading skill or strategy practice, see Unit 4 Teaching Resources, p. 48.

Reading Strategy

2

APPROACHING Draw Conclusions About Meaning and Purpose **Ask:** What should a person do if he is taking this survey, but his school has no computers? (Answer "no" to question 1, then stop.)

Readability Scores

Dale-Chall: 5.6

DRP: 57

Lexile: 970

Functional Documents 465

Approaching Level

DIFFERENTIATED INSTRUCTION



Emerging Ask: Has anyone ever taken a survey? Allow students to share their experiences with surveys and then explain that most surveys ask for both facts and opinions. Facts are statements that can be proven true or about something that really happened. For example, your name, age, and

birthdate are facts. Opinions are your own ideas about something. They are based on your personal judgment and experiences and cannot be proven. A statement, such as, "chocolate is the best food on Earth," is an opinion. Have students give additional examples of facts and opinions.

English Learners

DIFFERENTIATED INSTRUCTION



Beginning Have students point out the title of each functional document and then use simple sentences to describe how each document is organized. (Both documents use numbers and bold font to help organize information.)

Teach

Reading Strategy

1

Draw Conclusions About Meaning and Purpose

These questions address the effects of computer use on other areas of life. Teachers may be interested in this information, as well as parents, or those who purchase computers for schools.

Cultural History

The Internet This system of interconnected computer networks was used by universities, researchers, and government agencies in the 1970s and 1980s, but expanded into public use in the 1990s. By 2000, about 6 percent of the people in the world were using the Internet to sell products, communicate with each other, and provide services.

1

6. What do you use a computer for at school? (Check all that apply.)
- ☐ To find out what homework has been assigned
 - ☐ To complete homework assignments
 - ☐ To practice skills
 - ☐ To look up information in online reference works
 - ☐ To play educational games
 - ☐ To publish a newsletter, newspaper, or online magazine
 - ☐ To create art projects
 - ☐ Other: _____

7. How often do you use the Internet?
- ☐ Daily
 - ☐ About once a week
 - ☐ Two to four times a month
 - ☐ Never

8. How much do you trust information from the Internet?
- ☐ Completely
 - ☐ Quite a lot
 - ☐ Just a little
 - ☐ Not at all
 - ☐ Not sure

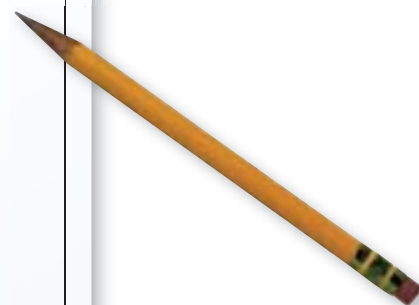
9. If you had trouble figuring out how to do something on a computer, which would you most likely do?
- ☐ Look it up in a book or manual.
 - ☐ Use the software's help menu.
 - ☐ Ask a friend, family member, or teacher for help.
 - ☐ Use the telephone to call a help line.
 - ☐ Just keep trying until I figured it out.

10. In general, how do you think computer use has affected family and social life?
- ☐ Kids spend more time with family and friends.
 - ☐ Kids spend less time with family and friends.
 - ☐ It hasn't made much difference.

11. Do you think computer use has led kids to spend more time outdoors, less time outdoors, or hasn't it made much difference?
- ☐ More time outdoors
 - ☐ Less time outdoors
 - ☐ Hasn't made much difference

Draw Conclusions About Meaning and Purpose

Read the questions on this page of the survey. What kind of information do questions 10 and 11 ask about? Why might someone be interested in this information?



Reading Practice

Paraphrase Explain to students that paraphrasing is putting something in your own words to help you understand what you have read. Tell them that it is important to fully understand a document before you sign it. Have student volunteers read aloud the numbered items of the computer use policy. After each item is read, have students suggest

simpler ways to say it, or have them say it in their own words. Write one or two of these paraphrases on the board for each numbered item. Then, go through the paraphrased list item by item. Guide students in a discussion of the reason behind each of the rules.



Cause and Effect Explain that a policy specifies the consequences if someone does not follow the rules. **Ask:** **What might happen if a person uses the school's computers for instant messaging?** (*He will lose his computer privileges.*)

Understand Policies

Think about the purposes of policies. What kinds of rules does this policy contain? Who made these rules? Who must follow them?



Brainwell Middle School

Computer Use Policy

This policy for the use of computer facilities, equipment, and software programs belonging to the Brainwell Middle School applies to all school employees, all students, and any member of the community who uses the school's facilities,¹ equipment, or software. You must agree to these rules or you will be denied computer use at Brainwell Middle School. Any violation of these rules may cause you to lose computer privileges at the school.

- 1. You may not authorize² anyone, except a faculty or staff member, to use your name, password, or files for any reason.
- 2. You may not use computers for anything other than schoolwork. The use of e-mail, instant messaging, and nonacademic games is not permitted.
- 3. You may not copy, change, or transfer any software or files provided by the school without permission from the computer supervisor.
- 4. Remember that it is illegal to copy any software that has a copyright. The use of illegally copied software is considered a criminal offense and is subject to criminal prosecution.
- 5. You may not tamper with terminals, computers, printers, or other associated equipment.
- 6. Food, drinks, chewing gum, and candy are prohibited³ near the school's computer equipment.

2

Student and Parent Acknowledgment
of the Brainwell Middle School Computer Policy

My signature below indicates that I have read and understood the rules, responsibilities, and penalties listed above. I also understand that violation of the rules may result in loss of computer privileges at the school.

Student signature _____

Parent signature _____

Date _____

¹ **Facilities** are buildings or pieces of equipment that provide ease of use or serve a particular purpose.
² To **authorize** something is to approve it.
³ If something is **prohibited**, it is forbidden or not allowed.

UNIT FOUR

Teach

Reading Strategy 2

Draw Conclusions About Meaning and Purpose Students may suggest that without rules to govern computer use, the school computers would not be used fairly or might be damaged.
ENGLISH LEARNERS English learners may have trouble with some of the words in the policy. Have them use a dictionary to clarify the meaning of the following words: *equipment, faculty, nonacademic, supervisor, illegal, copyright, prosecution, offence, associated.*

Draw Conclusions About Meaning and Purpose
Why might a school need these rules? What could happen if there were no rules about school computer use?

Advanced Learners

DIFFERENTIATED INSTRUCTION

Survey Data Explain to students that the information gathered from surveys has to be organized before it can be used. Tell students that graphs, charts, and tables can all be used to organize and present the data collected from a survey.
Have students work in small groups to write, administer, and present the data from a short survey about their classmates' taste in books,

movies, or TV shows. Have them organize the information from the survey into a presentation. Groups should use at least one visual such as a graph or chart to help communicate the results of their surveys.

After You Read

Assess

 For additional assessment, see Assessment Resources, pp. 111–112.

Respond and Think Critically

Possible answers might include:

1. C
2. B
3. D
4. Students should see that “look up information in online reference works” and “publish a newsletter” are among the suggested answers, while “check out library books” would need to be written in under “other.”
5. Students may say that they would refer to “Any violation of these rules may cause you to lose computer privileges at the school” and “You may not authorize anyone, except a faculty or staff member, to use your name, password, or files for any reason” as explanation to their friend.

Writing

Write a Survey Students’ survey questions should ask for information relevant to the topic. They should mimic the text format of the survey.

After You Read

Respond and Think Critically

Read the questions about the functional documents on pages 465–467 and select the best answer.

Test Skills Practice

1. Someone would most likely use the technology use survey to
 - A. track an individual’s computer and Internet use.
 - B. figure out whether computer use leads to less exercise.
 - C. understand how students typically use computers.
 - D. check the reliability of information from the Internet.

Test Skills Practice

2. The main purpose of the Middle School Technology Use Survey is to collect information about
 - A. high school teachers.
 - B. middle school students.
 - C. Internet users.
 - D. parents.

Test Skills Practice

3. Which of these actions would violate the computer use policy?
 - A. typing an essay on a school computer
 - B. researching a science project on the Internet
 - C. giving a teacher access to your files
 - D. chatting online with a school friend

4. If you often use a school computer to look up information in online reference works, to publish a newsletter, and to check out library books, how would you complete question 6 of the Middle School Technology Use Survey?
5. If your friend at Brainwell Middle School wants to use your password to log on to a school computer, how would you explain to your friend that you cannot share your password? To which sentences from the school’s computer use policy would you refer?

Writing

Write a Survey A first step to solving problems is to gather information. A survey is a good tool for collecting information.

- Think about a problem at your school or in your community—for example, old playground equipment needs to be replaced or there is dangerous traffic near the school.
- What information do you need to solve this problem? Who could provide this information? Think of questions that would help get the information you want. Use these questions to write a survey.

Literature Online

Selection Resources For Selection Quizzes, eFlashcards, and Reading-Writing Connection activities, go to glencoe.com and enter QuickPass code GL19756u4.

468 UNIT 4 What’s Fair and What’s Not?



Writing Practice

Write a Survey Some students may need to break down the problem-solving process. Write the following steps on the board:

1. Brainstorm for ideas.
2. Choose a problem.
3. Make a list of what you know about the problem.
4. Make a list of what you need to know about the problem.
5. Write one question for each item on your need-to-know list. Number them.
6. Decide who can best answer your questions.

Before You Read

Romulus and Remus

Connect to the Myth

Think about a time when you argued with someone you cared about.

Quickwrite Freewrite for a few minutes about the argument. What was the reason for the quarrel? How did it make you feel? How did the argument end?

Build Background

"Romulus and Remus" is a myth that explains how the city of Rome was built. Centuries ago, Rome was the seat of an empire that stretched over much of Europe. Roman culture influenced many parts of modern life, from legal systems to plumbing to the language we speak.

When the Romans conquered the Greeks, they adopted the stories the Greeks had made up to explain aspects of life. The Romans took the myths back to Italy, but the names of the gods and goddesses were all Greek names. The Romans changed the names in the myths to fit their own culture. Zeus became Jupiter, Ares became Mars, Hermes became Mercury, and so on.

Vocabulary

naked (nā'kid) *adj.* without clothing or similar covering (p. 471). *A nurse wrapped the naked newborn in a warm blanket.*

ravenous (rav'ə nəs) *adj.* very eager, as for satisfaction or gratification (p. 473). *His ravenous desire to own every new song by his favorite group resulted in a large collection.*

shunned (shund) *v.* kept away from; avoided (p. 473). *I never understood why Lori shunned our company.*

destiny (des'tə nē) *n.* what is fated to happen to someone or something; fortune (p. 474). *It was Eric's destiny to be a musician.*

Meet Geraldine McCaughrean



"I took up writing as a child, for the fun of it, to go somewhere else and be someone other than me."

— Geraldine McCaughrean

A Children's Writer Geraldine McCaughrean was born in Enfield, North London, the youngest child of a fireman and a teacher. She received a degree in education but chose to work in a magazine publishing house. Now she works as a children's writer full-time. McCaughrean is the winner of the Carnegie Medal, England's most prestigious children's book award. She and her family live in Berkshire, England.

Literary Works Geraldine McCaughrean has written more than 100 books for both children and adults, including *A Pack of Lies*, *The Kite Rider*, and *Stop the Train*.

Geraldine McCaughrean was born in 1951.



Literature Online

Author Search For more about Geraldine McCaughrean, go to glencoe.com and enter QuickPass code GL19756u4.

Romulus and Remus 469

Before You Read

Focus

Bellringer Options

Daily Language Practice Transparency 98

Or remind students that a myth is a story handed down over time that explains something about nature.

Ask: What myths or mythical characters do you know? Encourage students to include stories from other cultures. **Ask: Why do you think people still read myths today?**

(Possible response: They are a fun way to learn about ancient cultures.)

Vocabulary

PARTNERS Divide students into partners. Have each pair write a brief story using as many of the vocabulary words as possible. Ask students to read their stories to the class.

English Learners

DIFFERENTIATED INSTRUCTION

Vocabulary Preteaching Read the following statements aloud and have students decide if they are true or false. Give students time to write down their answer to each statement.

- Someone who is fully dressed is naked. (False)
- I had a ravenous appetite after I ate dinner. (False)

- She shunned his attention by hugging him. (False)
- From a very young age, it was her destiny to become a famous artist. (True)

Approaching Level

DIFFERENTIATED INSTRUCTION

SMALL GROUP **Vocabulary Preteaching** Read the same true/false statements from the English learners activity. Have students work together in small groups to answer the true/false statements. Then have them rewrite the false statements using each word correctly.

Before You Read

Focus

Summary

McCaughrean retells the story of Romulus and Remus, the mythical founders of Rome. As infants, the twin boys, who are the sons of the war god Mars, are adopted by a wolf. The brothers fight with each other throughout their lives. When they decide to build a great city, their arguments grow so bitter that Romulus kills Remus.

Literary Element

Character Ask students to name an important character from a book or film they know. Have them describe an event that takes place because of the character's personality.

Reading Skill

Recognize Author's Purpose Ask students to identify the most likely purpose of each of the following texts: a fictional movie (*to entertain*); a political speech (*to persuade*); a personal story (*to express emotions*); an advertisement (*to persuade*); a newspaper article (*to inform*).

TRY IT

The writer is trying to persuade because he or she wants to change another person's opinions or actions.

Set Purposes for Reading

BQ BIG Question

As you read, ask yourself, how can seeing things from only one point of view affect an argument?

Literary Element Character

A **character** is a person or creature in a literary work. Characters may change during the story or stay the same. Characters' traits are revealed throughout a story and are often closely tied to the plot. For example, a character who can't keep a secret might accidentally give information to the villain—a conflict. Telling the secret could lead to the climax of the story and the eventual resolution.

Understanding characters can help you make sense of events in a story.

As you read, notice the qualities of Romulus and Remus and how their actions influence the plot and the resolution of the conflict.

Reading Skill Recognize Author's Purpose

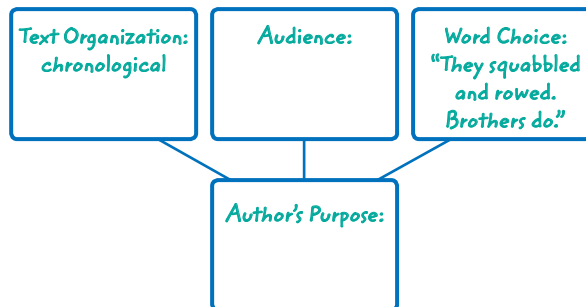
When you **recognize author's purpose**, you think about the intended reason for writing. A writer usually writes to explain or inform, to entertain, to persuade, or to express emotion. Sometimes an author has more than one purpose.

Recognizing an author's purpose helps you get more out of your reading.

To recognize author's purpose, ask yourself,

- How is the text organized?
- Who is the intended audience?
- What words does the author choose?

As you read, you may find it helpful to use a graphic organizer like the one below.



Learning Objectives

For pages 469–477

In studying this text, you will focus on the following objectives:

Literary Study:

Analyzing character.

Analyzing myth.

Reading: Recognizing author's purpose.

TRY IT

Recognize Author's Purpose

Your friend writes a letter to the editor of the school paper, giving reasons that are meant to convince the principal to change a dress code. Is your friend trying to entertain, to inform, to persuade, or to express emotion? How do you know?

470 UNIT 4 What's Fair and What's Not?

English Learners

DIFFERENTIATED INSTRUCTION

Intermediate Explain that two or more words can be combined to form a compound word. Write *snowball* and *saucepan* on the board. Have students divide each into two words and define those words. Then invite volunteers to define the compound words. Tell students to

create a three-column chart with the headings *Compound Word*, *Two Words*, and *Meaning*. Instruct them to fill in the chart as they read.



Romulus AND Remus



retold by
Geraldine McCaughrean



Ravens. John Wallington.
Private Collection.

Rhea Silvia, a priestess, and Mars, the god of war, had twin sons. Shortly after the boys' birth, their mother was killed. Their father left the area.

As for the twin boys—Romulus and Remus¹—they were carried **naked** in a basket to the banks of the Tiber. The servants sent to carry out the task would have tipped them in, midstream. But the Tiber was in flood, and the waters milled by with such terrifying force that they set the basket down on the muddy shore and watched 'til the swollen river swirled the children away toward a watery death.

¹ **Romulus** (rom'yə ləs), **Remus** (rē'məs)

Vocabulary

naked (nā'kid) *adj.* without clothing or similar covering

Romulus and Remus 471

UNIT FOUR

Teach

Teaching Note

African American Vernacular English

Note that the verb *killed* has an *-ed* ending, which means that the action took place in the past. Remind students to add *-ed* to the end of most past-tense verbs when they speak and write. Instead of saying, "The baby crawl across the floor," students should say, "The baby *crawled* across the floor." That way, listeners know when the action happened.

Language History

Old Words The name Mars is the origin of the English word *martial*, which means "having to do with war." January is named for Janus, the god of beginnings, and Saturday is named for Saturn, Jupiter's father. **Ask:** **Why do you think the Romans named things for gods?** (Possible response: They hoped to please the gods.)



For an audio recording of this selection, use Listening Library Audio CD-ROM.

Readability Scores

Dale-Chall: 6.6

DRP: 56

Lexile: 950

Approaching Level

DIFFERENTIATED INSTRUCTION



Emerging Students may have difficulty following the sequence of events. As they read each page, have them stop at least twice to write down important events in the correct order. Afterward, divide students into small groups. Ask them to

compare their notes and mark any differences. Then, have them review the selection together to strengthen their understanding of the plot.

Advanced Learners

DIFFERENTIATED INSTRUCTION



Compare Ask students to read two other versions of this myth. Have them write an essay comparing how the theme of sibling rivalry is developed in each telling.

Teach

View the Art

Students may say that the mosaic makes them feel the closeness of Romulus and Remus to each other and to the wolf that nurtured them.



Roman Mosaic. Arles, Provence, France.

View the Art How does this mosaic make you feel about the relationship between Romulus and Remus and the wolf?

Ah, but weren't Romulus and Remus the sons of Mars, the descendants of Aeneas?² Though their tiny pink fists and feet were powerless to save them, they were strong, healthy boys. The cold did not kill them, nor the river spill them, nor **pike** snatch them down to a muddy death. The basket was swept helter-skelter downstream until it snagged³ on tree roots and spun into a backwater⁴ where the wild creatures came to drink. A face loomed over the crying boys—a mask with yellow eyes and a mouth full of

² **Aeneas** (i nē' əs) was a Trojan warrior who was the hero of Virgil's epic poem *The Aeneid*.

³ **Snagged** means "caught on something sharp or something that sticks out."

⁴ A **backwater** is an area of water turned or held back by a blockage or an opposing current.

Visual Vocabulary

A **pike** is a large freshwater fish. Pike have many sharp teeth and can be more than four feet long.



472 UNIT 4 What's Fair and What's Not?

Reading Practice



Context Clues Tell students that they can sometimes figure out the meaning of an unfamiliar word by looking at the words around it. Write these sentences on the board:

- Nevada is an arid state; in fact, it is the driest in the country.
- Unlike Sarah, who is an expert chess player, Chris is a novice.

Point out that in the first sentence, the author hints at the definition of *arid*. In the second, the word *unlike* signals a contrast between *expert* and *novice*. Ask volunteers to define *arid* and *novice*. (*dry, beginner*) Tell students that they may find context clues in words or sentences that come before or after the unfamiliar word. Encourage them to look for context clues as they read "Romulus and Remus."

ravenous teeth. The wolf opened wide her grinning jaws, seized on first Romulus, then Remus, and ran with them to her lair. There she dropped them among the soft, tumbling fur of her hungry cubs.

And there she suckled⁵ them, letting them drink, as her cubs drank, from her soft, warm underbelly. A woodpecker perched on a branch nearby to keep watch for danger. (If this seems strange beyond belief, you should know that wolf and woodpecker are creatures sacred to Mars.)

A herdsman found them. Out one day hunting the wolves who threatened his livestock, he found two big, squalling baby boys, pink and brawling⁶ in a wolf-den, and took them home. Now, the herdsman was no fool: He knew full well who they were—knew that the law had demanded their death. But he and his wife had no children of their own, and neither civic duty⁷ nor fear of punishment counted for anything alongside the joy those children brought them.

Perhaps Romulus and Remus drank down the ferocious courage of the she-wolf as they drank her milk. Perhaps they learned courage and endurance from her as she came and went, feeding and fighting for her young. Or perhaps, as sons of Mars, there was already warrior blood in their veins. But Romulus and Remus grew up into brave, quarrelsome boys who never **shunned** a fight and who never lost one, either.

No shepherd life for them! No life in peaceful Latium. Even before their father told them the story of their birth, they were roaring boys, with roaring friends, their sights pinned on glory. They set their hearts on building a new city, a grand city, a city to rival Troy or Carthage or Athens.

⁵ **Suckled** means “gave milk to.”

⁶ **Brawling** is fighting or quarreling noisily and in an unruly way.

⁷ **Civic duty** is something a person is morally or legally obligated to do as a result of being a citizen.

Vocabulary

ravenous (rav'ə nəŋ) *adj.* very eager, as for satisfaction or gratification

shunned (shund) *v.* kept away from; avoided

1

Recognize Author's

Purpose How is the author organizing ideas? Could all these events really happen?

2

Character How might these character traits affect the plot?

UNIT FOUR

Teach

Reading Skill

1

Recognize Author's Purpose

The author is telling events in chronological order. It is not possible that a wolf would take human babies to its den.



For additional reading skill or strategy practice, see Unit 4 Teaching Resources, pp. 58.

Literary Element

2

Character Students may predict that their fiery ways may lead to a conflict.



For additional literary element practice, see Unit 4 Teaching Resources, p. 57.

Literary History

Cross-Cultural Myths Many ancient myths traveled from culture to culture. For example, people told stories very similar to “Romulus and Remus” as early as 2300 BC, more than a thousand years before the city of Rome existed. **Ask: Why do you think some myths were popular in different cultures?**

(Possible responses: The myths were entertaining. They explored important problems or questions.)

Romulus and Remus 473

English Learners

DIFFERENTIATED INSTRUCTION



Advanced Draw students' attention to “They had set their hearts on building a new city.” Remind them that an idiom means something other than the dictionary definitions of the words. Tell them that *set their hearts on* is an idiom, and invite a volunteer to guess its meaning. (Possible response: wanted to very much.) Next, point out “the Tiber snaked between seven hills.” Explain that *snaked* is

figurative language. It is not literal; instead, it describes the river. Have a student try to interpret the expression. (Possible response: The river moved like a snake.) Next, draw attention to “said Mars, dry-eyed, stony-faced.” Point out the word *stony*. Ask a volunteer what *stony-faced* might mean. (Possible response: with a serious, unmoving face)

UNIT FOUR

Teach

Reading Skill

1

Recognize Author's Purpose The author seems to be remarking about the common occurrence of brothers fighting.

Literary Element

2

Character It will likely anger Remus.
APPROACHING Tell students that *obstinate* means "stubborn." **Ask:** Are you surprised to see Romulus described as stubborn? Why or why not? (Possible response: I'm not surprised because he never gives in to his brother.)

"It shall be called Reme," said Remus.

"Rome, you mean," Romulus corrected him. They quarreled about it, naturally; it was their way to squabble and row.⁸ Brothers do.

But where was their magnificent city to be built?

"Here," said Romulus, "where the she-wolf suckled us!"

"That's not where she suckled us," said Remus with a scornful snort. "It was over there, near that clump of trees."

"Never!" They squabbled and rowed. Brothers do. The gods looked on with mild amusement.

"Let the gods decide!" said Romulus.

"Yes, we'll watch for a sign," agreed Remus. The gods, too, nodded in agreement, and Jupiter sent a flock of ravens to mark the spot fixed by **Destiny** for the building of the sacred city.

"There! There! Look, three ravens!" cried Remus. "The sacred birds of Jupiter!"

An acorn dropped from the claw of one bird and fell to earth. The brothers, however, were too busy arguing to notice where it fell.

"Seven ravens. There were seven, not three," said Romulus.

"What does it matter? I saw them first. So I choose where Reme is built."

"But I saw more ravens than you!" protested Romulus.

"So I shall build in my chosen place. You can do as you like . . . and it will be Rome, not Reme!" They exchanged a string of insults. Brothers do. The gods frowned a little at their squabbling. Time was going to waste.

1

2

Obstinate Romulus began to build—where the Tiber snaked between seven hills, where the sunbeams were blade-sharp and golden, and where the stones were mossy massive—heaping the boulders into a wall.

8 To **squabble and row** (skwob' əl, rou) is to argue, especially over something of little importance.

Vocabulary

destiny (des'tə nē) *n.* what is fated to happen to someone or something; fortune. The word is capitalized here because the author is personifying, or giving human qualities to, the word.

Recognize Author's Purpose How is the repetition of the sentence "Brothers do" related to the author's purpose?

Character How could building the wall add to the conflict?

474 UNIT 4 What's Fair and What's Not?

Grammar Practice



Adjectives Remind students that adjectives modify, or tell more about, nouns. Adjectives make writing interesting by helping to create a vivid picture in the reader's mind. An adjective often comes before a noun, as in *the old car*. It can also come after a linking verb, as in *The orange tasted sweet*. Ask students to identify some of the adjectives

in "Romulus and Remus" and discuss what they add to the reader's understanding of the story. (Possible responses: *They make the scenes clearer. They help the reader visualize the characters.*) Then, have students write a short description of a favorite place, using adjectives to create a clear picture in the reader's mind.

Teach

BQ BIG Question

The quarreling has changed from disagreement to intense hatred.

Literary Element

3

Character Romulus weeps and feels deep regret for the first time.

To check students' understanding of the selection, see Unit 4 Teaching Resources, pp. 62–63.

Political History

Rome's Origins Rome was not founded at a particular time but grew slowly over centuries. About three thousand years ago, people began moving to the area from different regions. It took hundreds of years for the various settlements to become a single city. **Ask:** *Why do you think the Romans told a myth about the city's founding?* (Possible response: *The story was interesting and linked the citizens to the gods.*)

"Call that a wall?" jeered Remus. "I've seen bigger pigsties!" and he jumped over the low walling, his feet dislodging pebbles, his taunts loud and sneering. To and fro he jumped, deriding⁹ Romulus's work until all brotherly affection dissolved in Romulus and he hated his brother with a hot loathing.¹⁰ Brothers can. He picked up a boulder. "You do that once more . . ."

Remus jumped the wall. A whole section slumped down in a landslide of rocks and pebbles. Romulus lifted the boulder and brought it down on his brother's head. Remus was dead before he even hit the ground. "Thus die all those who ever try to leap the walls of Rome!" Romulus crowed as his young warrior friends ran to the spot and crowded around.

Then Romulus wept, because he had killed his best friend in the world, and all for the sake of a pile of stones.

The gods looked on with distaste. How could the destiny of an empire rest on the shoulders of such men?

"It is good," said Mars, dry-eyed, stony-faced. "It is good that blood should water the foundations of Rome."

But Jupiter shook his head. "They were fools to quarrel," he said.

BQ BIG Question

Why is this a critical shift in the brothers' quarrel?

3

Character How is this a change in character?

Romulus Traces the Boundaries of Rome. Fresco in the Hall of the Horatii and Curiatii. Cavalier d'Arpino (Giuseppe Cesari). Musei Capitolini, Rome.



⁹ **Deriding** is mocking or treating with contempt or scorn.

¹⁰ **Loathing** is extreme disgust.

Romulus and Remus 475

Approaching Level

DIFFERENTIATED INSTRUCTION



Emerging Have small groups of students practice reading aloud, starting at the beginning of the selection and taking turns reading paragraphs. At the bottom of the second page, tell them to stop and reread the first two pages, with each student reading the

same paragraphs as before. Remind them to read clearly, to pay attention to punctuation marks, and to adjust their speed and volume for expression.

After You Read

Assess

Respond and Think Critically

Possible answers:

1. Their mother is killed shortly after they are born, and their father Mars abandons them. A wolf cares for them with her cubs. The herdsman finds them and adopts them.
2. Students may suggest that a peaceful relationship is nurtured by respect, trust, and compromise.
3. Their father Mars is warlike. They may have learned courage and competitive survival from the she-wolf that raised them.
4. Students may say that the gods are forbidden to interfere or that it is Remus's destiny to die at his brother's hand, so even the gods cannot change this fate.
5. Students will probably say he is not justified, because his response is out of proportion to Remus's action.
6. Students may say that competition between brothers is common, but terrible events may occur unless there is an attempt to compromise.

Vocabulary Practice

1. bare
2. eager
3. avoided
4. fate

His *ravenous* eye landed on a luxury car.

Michelle *shunned* the girl spreading gossip.

Taylor felt it was her *destiny* to be class president.

Academic Vocabulary

Students' responses will vary.

After You Read

Respond and Think Critically

1. Use your own words to retell the events that lead to the adoption of Romulus and Remus by the herdsman. [Summarize]
2. Think about the traits the twins have that cause conflict. What traits do you think are part of a peaceful relationship? [Connect]
3. In the myth, what circumstances explain why Romulus and Remus behave the way they do? [Analyze]
4. Why do you think the gods do not interfere in the brothers' quarrel? [Infer]
5. Is Romulus justified in killing Remus? Why or why not? [Evaluate]
6. **BQ** **BIG Question** Romulus and Remus's actions result in tragedy. How could the tragedy have been prevented? Explain. [Conclude]

Vocabulary Practice

Match each boldface vocabulary word with a word from the right column that has the same meaning. Two of the words in the right column will not have matches. Then write a sentence using each vocabulary word, or draw or find a picture that represents each word.

- | | |
|--------------------|-------------|
| 1. naked | a. fate |
| 2. ravenous | b. angry |
| 3. shunned | c. eager |
| 4. destiny | d. bare |
| | e. tattered |
| | f. avoided |

Example:

1. naked

Sentence: Jon gasped when the cold water touched his naked feet.

Academic Vocabulary

Romulus and Remus could not **resolve** their differences in a peaceful way. In the preceding sentence, *resolve* means "solve, as in a dispute." Think about a time you were involved in a situation that could not be easily resolved. What was the eventual outcome?

TIP

Inferring

Remember that when you make an inference, you use what you know to make an educated guess.

- What have you read about the Roman gods?
- Think about what you already know about the gods.
- Combine this information to explain the gods' lack of interference.



Keep track of your ideas about the **BIG Question** in your unit Foldable.



Literature Online

Selection Resources

For Selection Quizzes, eFlashcards, and Reading-Writing Connection activities, go to glencoe.com and enter QuickPass code GL19756u4.

476 UNIT 4 What's Fair and What's Not?

Progress Check

Can students comprehend vocabulary?

If...fewer than 2 answers are correct

Then... Glencoe Interactive Vocabulary CD-ROM.

Literary Element Character

Test Skills Practice

- Which words best describe Romulus and Remus?
 - ravenous and grinning
 - cheerful but discouraged
 - powerless and healthy
 - courageous but quarrelsome

Review: Myth

As you learned on page 406, a **myth** is a traditional story, often involving gods, goddesses, and heroes, that attempts to explain something in nature, a historic event, or a belief or custom.

Test Skills Practice

- You know that this is a myth because
 - the main characters are twins.
 - the brothers' father is a god.
 - the brothers are quarrelsome.
 - Romulus kills his brother.

Reading Skill Recognize Author's Purpose

Test Skills Practice

- What is the author's main purpose for including the quarrelsome twins as main characters?
 - to show how destructive unbending attitudes can be
 - to contrast the twins' personalities
 - to provide the gods with amusement
 - to describe how brothers should act

Grammar Link

Parts of Speech A word's **part of speech** is determined by how the word is used in a sentence. Here are seven parts of speech:

A **noun** names a person, place, thing, or idea: A wolf finds the twin boys. A **pronoun** is used in place of a noun: A wolf finds them. A **verb** expresses action or a state of being: The brothers quarrel. They are twins. An **adjective** describes nouns or pronouns: Remus gives a scornful snort. An **adverb** describes verbs, adjectives, or other adverbs. Adverbs often end in *-ly*: The gods are mildly amused. A **preposition** shows the relationship between its object and another word in the sentence: Jupiter sends a flock of ravens. A **conjunction** connects individual words or groups of words: Either Romulus or Remus could have ended the argument calmly.

Practice Look through the myth to find examples of each part of speech. Then label the parts of speech of each underlined word below.

- Romulus and Remus never knew their parents.
- As infants, they were suckled by a very fierce wolf.

Speaking and Listening

Performance With a small group, use "Romulus and Remus" to create a play about the mythical founding of Rome. Write a script that includes the necessary characters. Include stage directions. You may want to have one person as a narrator. Rehearse the dialogue, paying attention to your rate, volume, pitch, and tone. Use gestures and eye contact effectively. Group members should provide feedback to one another. Then present your play to the class.

After You Read

Assess

Literary Element

- D. Mars's warlike nature and inclination to violence appear in Romulus and Remus.
- B. Most myths feature gods as part of their cast of characters.

Reading Skill

- A. The author's purpose is to entertain with a myth that explains the founding of Rome. It is a made-up story that includes gods. Students may also note that the myth carries a cautionary message about being blinded by stubbornness.

Grammar Link

- noun, verb, noun
- noun, pronoun, adjective

Speaking and Listening

Performance Students' plays should accurately reflect the characters and events of "Romulus and Remus." It may be helpful to discuss differences between conventions of performance and those of fiction (events the audience sees directly vs. events reported on, etc.).

Before You Read

Focus

Bellringer Options

 Literature Launchers: Pre-Reading Videos DVD, Selection Launcher

Daily Language Practice Transparencies 100, 101

Or ask students to imagine they are running for president. **Ask:** *Do you think you would get more votes if people saw you as the friendliest, smartest, or most ethical candidate?* **Why?** Have students discuss how a candidate could convince voters that he or she had each of those characteristics.

Vocabulary

Divide the class into small groups. Have each group choose a vocabulary word and write a short dialogue that demonstrates the concept without stating the word directly. Students may use both words and actions to make the idea clear. Ask each group to perform its dialogue, and challenge other students to guess the word.

 For additional context, see Glencoe Visual Vocabulary CD-ROM.

Before You Read

Eulogy on the Dog

Connect to the Speech

Have you ever had or wanted a pet? In what ways might a pet be an ideal friend?

Partner Talk With a partner, share any good experiences you have had with animals. Discuss how animals might sometimes be easier to get along with than people.

Build Background

In 1870 an unusual case called *Burden vs. Hornsby* went to the Missouri Supreme Court. Leonidas Hornsby, a neighbor of Charles Burden, had vowed to shoot any dog he found on his property. Charles Burden's prized hunting dog, Old Drum, wandered onto Hornsby's land one night. After the dog was shot and killed, Burden sued Hornsby in court.

The case went through many trials, but when lawyer George Graham Vest gave this speech to a jury, they decided in Burden's favor. Today a statue of Old Drum stands in front of the courthouse in Warrensburg, Missouri.

A *eulogy* is a formal speech given to praise someone who has died.

Vocabulary

traitors (trā' tərz) *n.* those who betray a trust (p. 481).
Nick felt that his friends were traitors for telling his secret.

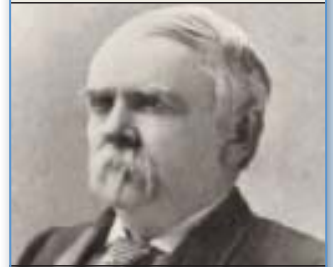
reputation (rep' yə tā' shən) *n.* general or public opinion of something or someone (p. 481).
It is important that a leader have a good reputation.

sacrificed (sak' rə fīst') *v.* given up, usually for the sake of something else (p. 481).
José sacrificed his free time to help his sister move.

treacherous (trech' ə r əs) *adj.* disloyal (p. 481).
Dana fired her treacherous assistant for stealing her idea.

prosperity (pros per' ə tē) *n.* state of having success, wealth, or good fortune (p. 481).
Mrs. Chin's family lived in prosperity after she got a raise.

Meet George Graham Vest



First a Lawyer George Graham Vest had many accomplishments, but he is best remembered for a speech about dogs that he gave when he was a lawyer in 1870. Vest's famous tribute to a dog's loyalty is said to have brought the jury to tears, winning the case for the dog's owner.

Senator and Speechmaker For 24 years, George Graham Vest served as a United States senator from Missouri. Vest went on to become one of the leading orators and debaters of his time.

George Graham Vest was born in 1830 and died in 1904.

 Literature Online

Author Search For more about George Graham Vest, go to glencoe.com and enter QuickPass code GL19756u4.

English Learners

DIFFERENTIATED INSTRUCTION

Vocabulary Preteaching Remind students that cognates are words with similar spellings and meanings in two languages. Write the word *reputation* on the board. Ask students whether they know a Spanish word that is similar. (*reputación*) Have Spanish speakers give the meaning of *reputación*. (*the public's opinion of a person*) Ask

students to identify other vocabulary words that have cognates and give their meanings. (*traitor/traidor: one who betrays trust; sacrificed/sacrificado: gave something up for higher gain; treacherous/traicionero: untrustworthy; prosperity/prosperidad: financial success*)

Approaching Level

DIFFERENTIATED INSTRUCTION

SMALL GROUP **Vocabulary Preteaching** Read the vocabulary words. Have students work together in small groups to look at the smaller parts that make up each word, such as a prefix, suffix, or root word. Have them think about the meaning of each word and then think of words that are related. For example, *prosperity*—*prosper, prosperous*. Groups may refer to a dictionary when necessary.

Set Purposes for Reading

BQ BIG Question

As you read, ask yourself, how can a speech influence what I think is fair or not fair?

Literary Element Argument

An **argument** is the reason or reasons a writer or a speaker uses to support an opinion. Reasons might appeal to readers' or listeners' emotions, logic, ethics, or sense of authority. In "Eulogy on the Dog," the speaker appeals to both emotion and logic in his argument. Appeals to emotion are meant to make readers or listeners feel a certain way. Appeals to logic are meant to show that the writer's or speaker's opinion makes sense.

Writers of speeches or essays need to make strong arguments to persuade listeners or readers to agree with their opinions. Convincing arguments often contain more than one type of appeal.

As you read, ask yourself, how does the speaker appeal to logic and emotion in his argument?

Reading Skill Analyze Figurative Language

Language that suggests something beyond the exact meaning of the words is called **figurative language**. Two kinds of figurative language are **similes** and **metaphors**. A simile compares two unlike things using the word *like* or *as*—*Her hands were as cold as ice*. A metaphor compares two unlike things without using *like* or *as*—*Her hands were ice cubes*. **Personification** is another type of figurative language. In personification, animals, objects, or ideas are given human characteristics—*The sun smiled down on the meadow*.

Figurative language lets writers express ideas in creative ways. It often includes striking images that make the writing come alive for readers.

To **analyze figurative language**, pay attention to

- unusual comparisons
- strong images
- human traits given to animals or things

As you read, ask yourself, what effect does figurative language have in this speech? You may find it helpful to use a graphic organizer like the one below.

Figurative language	Simile, metaphor, or personification?	Effect

Learning Objectives

For pages 478–484

In studying this text, you will focus on the following objectives:

Reading: Analyzing argument: appeals to logic, emotion, ethics, and authority.

Analyzing figurative language: simile, metaphor, and personification.

TRY IT

Analyze Figurative

Language Your friend comes in from a rainstorm and says, "I'm a drowned rat!" What kind of figurative language is she using?

Before You Read

Focus

Summary

In "Eulogy on the Dog," lawyer George Graham Vest uses emotional appeals to argue that the shooting of his client's dog was unjustified. Vest asserts that humans often betray or abandon their friends, but dogs are helpful and loyal to their owners in poverty, illness, and even death.

Literary Element

Argument Ask: Do the following arguments about recycling appeal to emotion or logic? Recycling is an efficient use of resources. (*logic*) You will be happier if you recycle. (*emotion*)

Reading Skill

Analyze Figurative Language

Write these sentences on the board:

Time is money; Time waits for no one;
Time is like a river.

Have students identify each type of figurative language. (*metaphor, personification, simile*) Ask them to explain their answers.

TRY IT

She is using a metaphor.

Eulogy on the Dog 479

English Learners

DIFFERENTIATED INSTRUCTION

Beginning Explain that this speech results when a man shoots his neighbor's dog. The author of the selection is a lawyer, and he is talking to the jury who will decide if the shooting was right or wrong. He tells them that people often treat each other badly. Some do not respect their parents, some hurt their

friends, and some hate those who fail. Have students restate the author's main idea about people. **Ask:** Do you think the author is right? Why or why not? Tell students the author goes on to argue that dogs make better friends than people do.

Intermediate Write the words *faith, prone, desert, and true* on the board. Have students use a dictionary to look up the various definitions of each word. As they read, ask them to choose the definition that best fits the context.

Teach

View the Art

Have students look at the painting, taking notice of the dog's demeanor and the surroundings. **Ask: What do you think the painter's attitude is toward the dog?** (The painter respects the dog. He gives it a noble stance in a lush setting.)

Cultural History

Canine Companions Dogs have been used as hunters and guards for at least 12,000 years. Their sharp senses and loyalty make them excellent work animals. Police officers, farmers, people with disabilities, and many others get help from dogs. **Ask: Do you think dogs are more valuable as work animals or pets? Why?**



For an audio recording of this selection, use Listening Library Audio CD-ROM.

Readability Scores

Dale-Chall: 6.8

DRP: 59

Lexile: 1190

Literary Element Practice

Make Appeals Remind students that an argument can appeal to a listener's emotions, logic, ethics, or sense of authority. Ask them to consider why their favorite sport or hobby is worthwhile. **Ask: Is it relaxing, exciting, challenging, healthy, helpful to others, or recommended by experts?** Have them write two one-sentence arguments in support of the activity. Students should make their arguments



Portrait of a Liver and White Pointer. George Garrard. Oil on canvas. Roy Miles Fine Paintings, London.

Eulogy on the Dog

George Graham Vest

Warrensburg, Missouri
September 23, 1870

Gentlemen of the jury:

The best friend a man has in the world may turn against him and become his enemy. His son or daughter that he has reared with loving care may prove ungrateful. Those who are nearest and dearest to us, those whom we trust with our happiness and our good name may become

480 UNIT 4 What's Fair and What's Not?

as specific as possible and use different kinds of appeals. Then ask volunteers to read one of their arguments to the class. Challenge other students to identify the type of appeal.

Evaluate Arguments Tell students that Vest could have made appeals to ethics or authority, such as *Animals deserve respect* or *Experts say owning a pet makes a person healthier*. Discuss whether those appeals would have made the argument stronger or weaker. (Students may say that they would have made the argument weaker because it would not be as dramatic.)

Teach

Literary Element 1

Argument The speaker is using an emotional appeal. The dog is still faithful to its master even when the master can no longer feed it.

For additional literary element practice, see Unit 4 Teaching Resources, p. 70.

Reading Skill 2

Analyze Figurative Language The dog is not literally asking his master for the privilege. The statement is an example of personification.

ENGLISH LEARNERS **Say:** If you know Spanish, you may already know the meanings of *privilege* and *accompany*. Do you know the Spanish word for *privilege*? (*privilegio*) Do you know the Spanish word for *accompany*? (*acompañar*) Have students discuss the similarities between the Spanish and English words.

For additional reading skill or strategy practice, see Unit 4 Teaching Resources, p. 71.

BQ BIG Question

Students may say the speech shows friendship from the dog’s perspective. A dog treats its master with complete fairness and loyalty. A dog does not care if the person is rich or poor, healthy or sick. Its love is unconditional.

traitors to their faith. The money that a man has, he may lose. It flies away from him, perhaps when he needs it most. A man’s **reputation** may be **sacrificed** in a moment of ill-considered action. The people who are prone to fall on their knees to do us honor when success is with us may be the first to throw the stone of malice when failure settles its cloud upon our heads.

The one absolutely unselfish friend that man can have in this selfish world, the one that never deserts him, the one that never proves ungrateful or **treacherous** is his dog. A man’s dog stands by him in **prosperity** and in poverty, in health and in sickness. He will sleep on the cold ground, where the wintry winds blow and the snow drives fiercely, if only he may be near his master’s side. He will kiss the hand that has no food to offer; he will lick the wounds and sores that come in encounter with the roughness of the world. He guards the sleep of his pauper¹ master as if he were a prince. When all other friends desert, he remains. When riches take wings, and reputation falls to pieces, he is as constant in his love as the sun in its journey through the heavens.

If fortune drives the master forth an outcast in the world, friendless and homeless, the faithful dog asks no higher privilege than that of accompanying him, to guard him against danger, to fight against his enemies. And when the last scene of all comes, and death takes his master in its embrace and his body is laid away in the cold ground, no matter if all other friends pursue their way, there by the graveside will the noble dog be found, his head between his paws, his eyes sad, but open in alert watchfulness, faithful and true even in death.

1 A pauper is a very poor person.

Vocabulary

- traitors** (trā’ tərz) *n.* those who betray a trust
- reputation** (rep’ yə tā’ shən) *n.* general or public opinion of something or someone
- sacrificed** (sak’ rə fist’) *v.* given up, usually for the sake of something else
- treacherous** (trech’ ə r əs) *adj.* disloyal
- prosperity** (pros per’ ə tē) *n.* state of having success, wealth, or good fortune

1 **Argument** What kind of appeal is the speaker using? How do you know?

2 **Analyze Figurative Language** Is the dog literally asking his master for the privilege? What type of figurative language is this an example of? Explain why.

BQ BIG Question
How does this speech help you see another side of friendship and fairness?

Approaching Level

DIFFERENTIATED INSTRUCTION

Emerging Ask students to choose a paragraph and read it silently three times. Divide students into groups of three, and have them read the paragraphs aloud. Remind them to pause at the end of each sentence and emphasize important ideas by varying their speed, tone, and volume. Group members should give each other constructive feedback on their fluency.

After You Read

Assess

Respond and Think Critically

Possible answers:

1. The speaker's audience is the jury in Warrensburg, Missouri.
2. Students may say that the main argument is that a dog is the most faithful friend a person can ever have.
3. Students may say that Vest feels that a dog's incredible loyalty deserves praise. Vest feels that many people do not have this degree of loyalty.
4. Students may say that Vest's figurative language, such as "the stone of malice," makes the world and other people seem cold and disloyal, and by comparison, makes a faithful dog look like man's best friend.
5. Some students may say that the argument is convincing because it creates a positive image of dogs. Others may say it is unconvincing because it relies more heavily on emotion than on logic.
6. Students may say it was not fair because the dog wandered innocently onto Hornsby's land and did Hornsby no harm.

Examine Media

1. Students may say the advertisement wants them to feel sorry for the animals or wants them to adopt or help the animals.
2. Students may say the cuteness of the animals appeals to their emotions and that the call to give a homeless animal care appeals to their ethics.
3. Students may say the advertisement should include an appeal to logic, such as listing the benefits of owning pets.

After You Read

Respond and Think Critically

1. Who is the speaker's audience? **[Recall]**
2. In your own words, state the speaker's main argument. **[Paraphrase]**
3. A eulogy is a speech given in praise of a dead person. Why does Vest feel that a dog deserves a eulogy even though it is not a person? **[Infer]**
4. How does the figurative language that Vest uses help create the feeling that a dog is a person's best friend? Look back at the chart you made for examples. **[Analyze]**
5. Do you find Vest's argument convincing? Why? **[Evaluate]**
6. **BQ** **BIG Question** Think about what you read in the Build Background and in this speech. Do you think it was fair for someone to shoot Charles Burden's dog for being on Hornsby's property? Explain. **[Conclude]**

TIP

Analyzing

When you analyze, look at separate parts to understand the entire piece. Try these tips to help you answer question 4.

- Skim the selection to find examples of figurative language.
- Think about why Vest made these word choices.
- What effect does the language have?

FOLDABLES Study Organizer

Keep track of your ideas about the **BIG Question** in your unit Foldable.

Examine Media: Humane Society Advertisement

Appeals to Emotion

Visual advertisements often appeal to emotions to convince people that something will make them happy or deserves their support. Analyze the advertisement to the right.



On Your Own Think about the following questions and write your answers on a separate sheet of paper.

1. How do you think the people who created this advertisement want you to feel when you look at it? Explain.
2. What about this advertisement appeals to your emotions? What else does it appeal to, and how?
3. How could you change this advertisement to make it more effective?



Writing Practice



Compare and Contrast Have students write a paragraph comparing and contrasting two people they know. Write the following transitional words on the board and ask students to use at least three of them:

- To compare: *also, like, just as, just like, similarly, similar to*
 - To contrast: *but, even so, however, unlike*
- Invite volunteers to read their paragraphs to the class.

Literary Element Argument

Test Skills Practice

1. Why did George Graham Vest give this speech?
 - A. to persuade people to own dogs
 - B. to describe how to treat dogs
 - C. to entertain a jury
 - D. to convince a jury

Review: Text Structure

As you learned on page 47, **text structure** is how a work is organized. This speech is presented using a comparison-and-contrast structure, which can show the similarities and differences between people, things, and ideas.

2. Vest makes many comparisons in his speech. How does the comparison-and-contrast structure help to make his arguments strong? Give two examples of comparisons and two examples of contrasts using a graphic organizer like the one below.

Comparison	Contrast

Reading Skill

Analyze Figurative Language

3. "And when the last scene of all comes, and death takes his master in its embrace . . ." Identify an example of figurative language in this sentence. Explain why it is an example of figurative language.
4. What does Vest's use of figurative language add to his speech? Explain.

Vocabulary Practice

Choose the sentence that uses the vocabulary word correctly.

1. **A.** Jessica **sacrificed** her day at the beach to help us.
B. The mayor **sacrificed** the new town hall by praising it.
2. **A.** The **traitors** gave us apples in exchange for pears.
B. The **traitors** were put in prison for helping the king's enemies.
3. **A.** Maria has a high **reputation** for her sister's cat.
B. Brad is careful about what he says, because he wants to keep his good **reputation**.
4. **A.** **Prosperity** is now required for all eighth graders.
B. In times of **prosperity**, there is plenty of food for all.
5. **A.** Sometimes a person you consider to be your friend turns out to be **treacherous**.
B. The teacher told Bonita not to be **treacherous** for school again.

Academic Vocabulary

George Graham Vest describes dogs as having a loving and devoted **attitude** toward their masters. Using context clues, describe what **attitude** means in the preceding sentence. Check your answer in a dictionary.



Literature Online

Selection Resources For Selection Quizzes, eFlashcards, and Reading-Writing Connection activities, go to glencoe.com and enter QuickPass code GL19756u4.

After You Read

Assess

Literary Element

Possible answers:

1. D
2. Students may say the structure highlights the differences between dogs and people. Vest compares dogs to humans in the personifying statements "[the dog] will kiss the hand..." and "the faithful dog asks no higher privilege...." He contrasts humans' self-interest and disloyalty with dogs' friendliness and loyalty.

Reading Skill

3. An example of figurative language is "...death takes his master in its embrace..." The idea of death *embracing* his master is an example of personification.
4. Vest's use of figurative language strengthens his argument because it appeals strongly to people's emotions as they listen to both sides.

Vocabulary Practice

1. A
2. B
3. B
4. B
5. A

Academic Vocabulary

Attitude in this sentence means "an opinion toward or a feeling about something or someone."

Progress Check

Can students comprehend vocabulary?

If...fewer than 2 answers are correct

Then... Glencoe Interactive Vocabulary CD-ROM.

Assess

Respond Through Writing

Persuasive Essay

Students' essays should

- include a clear thesis statement
- make appeals either to ethics or authority
- structure the essay in a logical way
- use correct grammar, spelling, and punctuation

Respond Through Writing

Persuasive Essay

Argue a Position George Graham Vest uses appeals to logic and emotion in "Eulogy on the Dog." Think about something in your community you would like to change. For example, you might like to have a recycling program in your neighborhood. Write a persuasive essay using effective appeals.

Understand the Task In addition to appeals to logic and emotion, there are two other types of appeals. An **appeal to ethics** uses people's sense of right and wrong as a reason. An **appeal to authority** gives experts' opinions as a reason. Choose one of these types of appeals to use in your essay.

Prewrite Review "Eulogy on a Dog," paying close attention to Vest's appeals. Then research your topic by talking to people in your community and finding articles and other information about your topic in local newspapers or on the Internet. Using your research, determine your main idea and target audience. Also think about the sequence in which you will present your ideas. Organize your ideas in a chart like the one below. Then make an overall plan for your essay. For example, you may want to write a paragraph for each point you want to present.

Main idea: _____
 Reasons: 1. _____
 2. _____
 3. _____

Draft After you figure out your plan, write an opening statement expressing your main idea. This sentence frame might help you:
 Our community needs _____, because _____.

Revise After you have written your first draft, read it to a classmate to check that your paragraphs follow a logical order. Revise your text so that your argument is clear and easy to follow.

Edit and Proofread Proofread your paper, correcting any errors in spelling, grammar, and punctuation. Review the Grammar Tip in the side column for information on prepositions.

Learning Objectives

For page 484

In this assignment, you will focus on the following objective:

Writing: Writing a persuasive essay and arguing a position.

Grammar Tip

Prepositions

Prepositions show the relationship of a noun or a pronoun to another word in a sentence. Some prepositions are *about*, *for*, *of*, *on*, and *to*.

Many expressions in persuasive writing use prepositions. Be sure to use them correctly. For example, you feel strongly *about* something, not *on* something.

Correctly using prepositions makes your arguments more convincing because your sentences make sense.

Listening and Speaking Practice

Persuasive Techniques Have students watch television commercials at home, or you can tape commercials to show in class. Tell students that they should view these commercials critically, looking for arguments that serve as persuasive techniques. They should watch for the four different kinds of arguments: emotions, logic, ethics, and

sense of authority. They should also try to identify any false or misleading information. As they watch, ask students to take notes on examples of arguments and any questionable information. Then have them write a short analysis of the commercial for potential viewers with the first part listing the kinds of arguments used and the second part

identifying issues the viewer should look out for. You can provide the following prompt for students to use in the second part: "Don't always trust what you hear and see. Look out for _____."

Vocabulary Workshop

Idioms

Connection to Literature

"A man's dog stands by him in prosperity and in poverty, in health and in sickness."

—George Graham Vest, "Eulogy on the Dog"

"Stands by him" is a figure of speech called an **idiom**, which is a phrase that has a different meaning from its literal one. In this statement, the author is not saying that dogs place themselves near their owners every minute of every day, but that dogs will not desert their masters during bad times.

You can often figure out what an unfamiliar idiom means. One way is to think about the actual meanings of the words and use context clues to figure out the meaning of the idiom.

Here are some idioms connected with "Eulogy on the Dog."

Idiom	Meaning
Dogs are not <i>fair-weather friends</i> . Dogs stand by you in both good and bad times.	A <i>fair-weather friend</i> is someone who is a friend in good times but abandons you in bad times.
People who honor us for our successes may be the first to <i>throw stones</i> when we fail.	To <i>throw stones</i> is to criticize or say bad things about a person.
When riches <i>take wing</i> , a dog still loves its master.	To <i>take wing</i> is to leave quickly, to seem to fly away.
TRY IT: Write a short definition or phrase that could be substituted for each underlined idiom.	
1. Some people will not <u>lift a finger</u> to help you when you are in need.	
2. The absence of the man's beloved dog left a <u>hole in his heart</u> .	
3. When he asked his fair-weather friend for help, he was <u>barking up the wrong tree</u> .	

Learning Objectives

For page 485

In this workshop, you will focus on the following objective:

Vocabulary: Understanding idioms.

Tip

Vocabulary Terms Idioms are phrases that have special meanings, different from their ordinary, literal meanings.

Test-Taking Tip To understand the meaning of an idiom, think about the ordinary meanings of the words. Then use context clues to help you figure out what the words mean in the current context.

 Literature Online

Vocabulary For more vocabulary practice, go to glencoe.com and enter QuickPass code GL19756u4.

VOCABULARY WORKSHOP 485

English Learners

DIFFERENTIATED INSTRUCTION



Intermediate Explain to English learners that idioms can be hard to understand because the phrase or expression means something different from what the words actually say. Help them imagine an idiom as a picture made by words. Sometimes the word picture can be funny. For example, write the sentence *Mark said that he would organize our baseball team, but he dropped the ball*. Explain

that the idiom *dropped the ball* means he failed in some way. To illustrate the literal meaning, draw a picture that fits with the wording of the idiom—a picture of a young boy dropping a baseball onto the field. Have groups of students think of other idioms (*take a stand*, *crack up*, *fly-by-night*) and discuss their meanings. Have groups illustrate each idiom.

Vocabulary Workshop

Idioms

Focus

Explain that the literal meaning of a word is its dictionary definition, whereas the figurative meaning of a word is its meaning beyond the dictionary definition. **Ask:** **What is the literal meaning of the expression on the ball? What is the figurative meaning?** (*The literal meaning is "balancing on a ball"; the figurative meaning is "sharp," or "alert."*) Point out that idioms are phrases that have meanings different from, or beyond, their literal meanings.

Teach

Teaching Note

Clarify Ask: **Why is it important to clarify the meanings of idioms?** (*Possible response: It is important for a reader to clarify the meanings of idioms so that he or she does not misunderstand what an author intends to say.*)

Assess

TRY IT

- do even the smallest thing
- feeling of emptiness or loneliness
- looking for something in a place in which he is not likely to find it



For additional vocabulary practice, use Glencoe Interactive Vocabulary CD-ROM.

Before You Read

Focus

Bellringer Options

Selection Focus Transparency 11

Daily Language Practice

Transparencies 102, 103

Or ask students whether they think girls should be allowed to play on sports teams with boys. (*Students may say that as long as a girl is willing to play her best for a boys' team, she should be allowed to participate.*)

Vocabulary

Introduce the vocabulary on page 486. Then allow students one minute to answer the following true-or-false questions. 1. A sprained wrist is painful. (T) 2. Cavities are good for a person's teeth. (F) 3. Someone who always argues is unreasonable. (T) 4. A trophy is a sign of success. (T) 5. People are born with tonsils. (T) 6. Most people would like to have cavities. (F) 7. It is easy to run with a sprained ankle. (F) 8. The winner of a tennis match might get a trophy. (T) 9. Tonsils are bones inside the ears. (F) 10. It is unreasonable to ask a question. (F)

Before You Read

The Southpaw

Connect to the Story

Has a disagreement ever caused you to lose a friend? How did you feel? Were you able to become friends again?

Quickwrite Freewrite for a few minutes about an argument you had with a friend and how you handled it.

Build Background

A story written in the form of an exchange of letters is called an epistolary (i pis' tə ler' ē) story. In "The Southpaw," two friends—a boy and a girl—argue by letter about whether or not girls can play on an all-boys' baseball team.

The following are facts about baseball related to the story:

- *Southpaw* is a term for a left-handed pitcher.
- A batting average indicates how often a batter gets a hit. A batting average higher than .300 is very good.
- Girls were not allowed to play Little League baseball until 1974. This story was first published that year.

Vocabulary

cavities (kav' ə tēz) *n.* hollow spaces in teeth caused by decay (p. 488). *The dentist found two cavities during my last appointment.*

trophy (trō' fē) *n.* a small statue gained as a prize or an award for something (p. 490). *The soccer team received a trophy for their victory.*

tonsils (ton' səlz) *n.* small organs in the throat near the back of the mouth (p. 490). *A doctor may perform surgery to remove infected tonsils.*

sprained (sprānd) *v.* injured by a sudden, severe twist (p. 490). *Daniel slipped on the ice and sprained his ankle.*

unreasonable (un rē' zə nə bəl) *adj.* not acting according to reason (p. 491). *It is unreasonable to try to run a marathon without training.*

Meet Judith Viorst



Writer and Mother Many of Judith Viorst's works have presented humorous views of her family life. As the mother of three sons, she has often used their worries and concerns as the subjects for her writing. Viorst says, "Four of the books . . . I consciously sat down and wrote because one child or another of mine had a problem. . . . I hoped it might help my boys to laugh at their problems."

Literary Works Viorst has published in various genres, including poems, short stories, novels, and picture books. Her most famous children's book is *Alexander and the Terrible, Horrible, No Good, Very Bad Day*. Judith Viorst was born in 1931.

Literature Online

Author Search For more about Judith Viorst, go to glencoe.com and enter QuickPass code GL19756u4.

486 UNIT 4 What's Fair and What's Not?

English Learners

DIFFERENTIATED INSTRUCTION

Vocabulary Preteaching Use words and gestures to act out having swollen tonsils, being unreasonable, having cavities, awarding a trophy, and spraining an ankle. Ask students to match each scenario with a vocabulary word. Then, write the following sentences on the board, and have students fill in the blanks:

- When Bill fell, he _____ his ankle. (*sprained*)

- If your teeth hurt, you might have _____. (*cavities*)
- The fastest runner won a _____. (*trophy*)
- An angry person may do _____ things. (*unreasonable*)
- Clara's swollen _____ made her throat sore. (*tonsils*)

Approaching Level

DIFFERENTIATED INSTRUCTION

Vocabulary Preteaching Check to make sure students understand all of the terms used in the definitions of the vocabulary words. Then have them work in pairs to paraphrase each definition. Each paraphrase should have the same meanings as the original definitions. Discuss students' paraphrases with them, helping them to resolve any differences in meaning.

Set Purposes for Reading

BQ BIG Question

As you read, ask yourself, how does communication help two friends solve a problem?

Literary Element Voice

Voice is an author's distinctive style or the particular speech patterns of a character. In "The Southpaw," the author often uses common phrases and idioms to communicate the voices of the characters. Common phrases are phrases you might hear in everyday speech, such as "don't count on it." Idioms are expressions that do not carry a word-for-word meaning, such as "kick a man when he's down."

This selection has two voices—a girl's voice and a boy's voice. Focus on the characters' speech patterns and word choices to understand their personalities and feelings.

As you read, ask yourself, which common phrases and idioms help readers hear the voice of each character? How does each character's voice help set the tone and express the theme of the story?

Reading Skill Analyze Narrator and Point of View

When you **analyze**, you think critically about something. When you **analyze narrator and point of view**, you think critically about the **narrator**, or the person who tells a story. You also think about the **point of view**, or the relationship of the narrator to the story. When the character telling the story is referred to as *I*, the story is being told from the **first-person point of view**.

Analyzing the narrator and point of view can help you understand the narrator's thoughts and feelings. This story is told by two first-person narrators, Janet and Richard.

To analyze narrator and point of view, pay attention to

- what each narrator says and the point of view of each letter
- how each letter reflects that narrator's thoughts and feelings

Then use this information to understand the characters and their particular perspectives in the story. You may find it helpful to record your findings in a graphic organizer like the one below.

Topic	How Richard Feels	How Janet Feels

Learning Objectives

For pages 486–492

In studying this text, you will focus on the following objectives:

Literary Study:

Analyzing voice.

Analyzing narrator.

Analyzing point of view.

TRY IT

Analyze You look in your notebook and find two notes addressed to you. Neither note is signed. One note says, "I need you to walk the dog before dinner." The other note says, "Please read Chapter 3 for homework." Who do you think wrote the first note? What is the point of view of this letter? How do you know? Who do you think wrote the second note? Why do you think so?

Before You Read

Focus

Summary

"The Southpaw" is told through letters between close friends. Richard and Janet fight when Richard refuses to let Janet play on his baseball team because she is a girl. Richard's team runs into trouble, though, and Janet convinces him to accept her.

Literary Element

Voice Ask: What kinds of characters might say, "Perhaps we should dine," and "Let's go grab a bite"? (The first may be formal or stuffy, and the second may be more casual.)

Reading Skill

Analyze Narrator and Point of View

Remind students that the pronouns *I* and *we* signal first-person point of view, while the pronouns *he*, *she*, and *they* signal third-person point of view. Have students write a sentence using each point of view.

TRY IT

A family member wrote the first note. It is in first person; the writer uses *I*. A teacher wrote the second note; it mentions homework and uses the more formal *Please*.

The Southpaw 487

English Learners

DIFFERENTIATED INSTRUCTION

Beginning Tell students that because many Spanish baseball words are taken from English, the spellings are often similar. Draw a baseball diamond on the board, and label the bases and the outfield as well as the pitcher's, batter's, and catcher's positions. Draw and label a baseball and bat, and explain that the object of the game is to hit the ball with the

bat and run the bases. Tell students that the pitcher is very important—a good pitcher can keep the other team from scoring. Then, ask students questions they can answer by reading or pointing to terms on the board, such as *What does a player use to hit the ball?* (*bat*)

Intermediate Have students look for any unfamiliar words on the page. Ask them to write those words down and to use a dictionary to find the definitions. Suggest that students keep a running list of unfamiliar words and definitions to refer to as they read.

Teach

Reading Skill

1

Analyze Narrator and Point of View

The narrator is Janet. The point of view is first person because she uses the pronoun *I*.

BQ BIG Question

Most students will say that it is unfair to exclude someone their age from playing on a team based only on gender. Some students may disagree.



For an audio recording of this selection, use Listening Library Audio CD-ROM.

Readability Scores

Dale-Chall: 4.2

DRP: 49

Lexile: 640

THE SOUTHPAW

Judith Viorst



1

Dear Richard,

Don't invite me to your birthday party because I'm not coming. And give back the Disneyland sweatshirt I said you could wear. If I'm not good enough to play on your team, I'm not good enough to be friends with.

Your former friend,
Janet

P.S. I hope when you go to the dentist he finds twenty **cavities**.

Dear Janet,

Here is your stupid Disneyland sweatshirt, if that's how you're going to be. I want my comic books now—finished or not. No girl has ever played on the Mapes Street baseball team, and as long as I'm captain, no girl ever will.

Your former friend,
Richard

P.S. I hope when you go for your checkup you need a tetanus¹ shot.

Dear Richard,

I'm changing my goldfish's name from Richard to Stanley. Don't count on my vote for class president next year. Just because I'm a member of the ballet club doesn't mean I'm not a terrific ballplayer.

Your former friend,
Janet

P.S. I see you lost your first game, 28–0.

Analyze Narrator and Point of View

Who is the narrator of this letter? What point of view does the narrator use? How do you know?

BQ BIG Question

Do you think this is fair? Why or why not?

¹ **Tetanus** is a serious disease that people can get when bacteria enter a wound. A doctor gives a person a tetanus shot to keep the person from getting the disease.

Vocabulary

cavities (kav'ə tēz) *n.* hollow spaces in teeth caused by decay

488 UNIT 4 What's Fair and What's Not?

Reading Practice



Make Generalizations About

Characters Write the following questions on the board:

- How would you describe Janet's and Richard's personalities?
- What other kinds of personality traits could a character have?

- What if Janet or Richard had one of those traits instead? How do you think the story would be different?

Have students discuss the questions in small groups. Then ask each group to summarize its discussion for the class. (*Students may say Janet is confident and determined, while*

Richard is stubborn but capable of changing. They should note that the conflict might have been avoided or settled differently if the characters had different traits.)

Teach

Reading Skill

2

Analyze Narrator and Point of View

Richard is the narrator. The letter shows that he is trying to get back at Janet for changing her goldfish's name and voting for his opponent for class president.

View the Art

Gary M. Stretar is an Ohio artist whose subjects include sports and landscapes. He uses special methods to make paintings that have more shades of color and finer details than most watercolors. **Ask:** Do the baseball players in the painting seem like good team members?

Why or why not? (Possible response: They seem like good team members because they are listening to each other.) **What qualities do you think are most important in a team member?**

Literary Element

3

Voice Her tone is sarcastic and insulting. Students may say it expresses her anger and hurt at Richard's stereotype of girls.

Dear Janet,

I'm not saving any more seats for you on the bus. For all I care you can stand the whole way to school. Why don't you forget about baseball and learn something nice like knitting?

Your former friend,
Richard

P.S. Wait until Wednesday.

Dear Richard,

My father said I could call someone to go with us for a ride and hot-fudge sundaes. In case you didn't notice, I didn't call you.

Your former friend,
Janet

P.S. I see you lost your second game, 34-0.

Dear Janet,

Remember when I took the laces out of my blue-and-white sneakers and gave them to you? I want them back.

Your former friend,
Richard

P.S. Wait until Friday.

Dear Richard,

Congratulations on your unbroken record. Eight straight losses, wow! I understand you're the laughingstock² of New Jersey.

Your former friend,
Janet

P.S. Why don't you and your team forget about baseball and learn something nice like knitting maybe.

Analyze Narrator and Point of View Who is the narrator? How does this letter reflect the narrator's thoughts and feelings?



Meeting on the Mound, 1994. Gary M. Stretar.

Voice What is Janet's tone? How does it express her feelings?

² A person is a **laughingstock** when people make fun of that person.

Advanced Learners

DIFFERENTIATED INSTRUCTION

Write a News Article Ask students to imagine that they are news reporters writing about the dispute between Janet and Richard. Instruct them to separate the facts from the emotional content of the letters by considering the following:

- What is the basis (or cause) of the dispute?
- What reasons do Janet and Richard have for their positions?

Ask students to write a brief article based on the facts of the story. Suggest that they prepare by making notes in a chart with

columns labeled *Facts* and *Feelings*. Invite students to share their news stories with the class.

UNIT FOUR

Teach

Literary Element

1

Voice The idiom refers to hurting a person who has already experienced something bad. Students may say Richard uses it because he is upset at Janet for insulting his team.

Reading Skill

2

Analyze Narrator and Point of View

He uses *we* for the first time. He may be too proud to admit that he needs help.

Dear Janet,
Here's the silver horseback-riding **trophy** that you gave me.
I don't think I want to keep it anymore.

Your former friend,
Richard

1 P.S. I didn't think you'd be the kind who'd kick a man when he's down.

Voice What do you think this idiom means? Why do you think Richard uses it?

Dear Richard,
I wasn't kicking exactly. I was kicking **back**.

Your former friend,
Janet

P.S. In case you were wondering, my batting average is .345.

2 Dear Janet,
Alfie is having his **tonsils** out tomorrow. We might be able to let you catch next week.

Analyze Narrator and Point of View What pronoun does the narrator use that he has not used before? Why do you think he uses it?

Richard

Dear Richard,
I pitch.
Janet

Dear Janet,
Joel is moving to Kansas and Danny **sprained** his wrist. How about a permanent place in the outfield?

Richard

Dear Richard,
I pitch.
Janet

Vocabulary

trophy (trō'fē) *n.* a small statue gained as a prize or an award for something

tonsils (ton'səlz) *n.* small organs in the throat near the back of the mouth

sprained (spränd) *v.* injured by a sudden, severe twist

490 UNIT 4 What's Fair and What's Not?

Research Practice

Locate Sources Ask students to suggest pursuits other than sports, such as business and politics, in which the ability of women to participate has been questioned. List students' responses on the board. Have them conduct Internet research to learn about women's

contributions in the fields they listed. Ask each student to pick a field and use keyword searches to find information about a notable woman in it. The student should identify the woman and write a paragraph describing her contributions to the field. Allow time for

students to share their paragraphs with the rest of the class.

Teach

BQ » BIG Question

Some students may say that Janet is being fair because more than one girl should be allowed to play on the team. Others may say that Janet is being too demanding.

Political History

Title IX In 1972, shortly before “The Southpaw” was written, the federal government passed a law known as Title IX. It states that schools must give girls and boys the same opportunities to play sports. Before the law, few girls played organized sports. Today, more than 11 million do. **Ask:** **What do you think girls gain from playing sports?** (Possible responses: confidence, strength, the ability to work together)

To check students’ understanding of the selection, see Unit 4 Teaching Resources, pp. 88–89.

Dear Janet,
Ronnie caught the chicken pox and Leo broke his toe and Elwood has these stupid violin lessons. I’ll give you first base, and that’s my final offer.

Richard

Dear Richard,

Susan Reilly plays first base, Marilyn Jackson catches, Ethel Kahn plays center field, I pitch. It’s a package deal.³

Janet

p.s. Sorry about your 12-game losing streak.

Dear Janet,

Please! Not Marilyn Jackson.

Richard

Dear Richard,

Nobody ever said that I was **unreasonable**.
How about Lizzie Martindale instead?

Janet

Dear Janet,

At least could you call your goldfish
Richard again?

Your friend,
Richard 🐟

BQ » BIG Question

Do you think Janet is being fair? Why or why not?

Martha, 1925. Georg Schrimpf. Oil on canvas. Private Collection, ©DACS.



³ A **package deal** is an offer that includes several items. Whoever agrees to the deal must take all of the items.

Vocabulary

unreasonable (un rē'zə nə bəl) *adj.* not acting according to reason

The Southpaw 491

Approaching Level

DIFFERENTIATED INSTRUCTION



Emerging Have students practice reading the last page of “The Southpaw” aloud with a partner. Each student should take the role of one of the main characters. Ask them to read the passage aloud several times until they can smoothly read all the sentences with feeling and understanding. Tell students to aim at making their reading sound as fluid and natural as if they were talking to one another.

Established Tell students that a person who says one thing but means another is using irony. For example, when a teacher announces a surprise quiz, a student who says “Oh, great!” probably means the opposite. Have students find examples of irony in the story.

After You Read

Assess

Respond and Think Critically

Possible answers:

1. Janet is a good player, but girls are not allowed on Richard's team.
2. Richard realizes he is losing team members. The note *We might be able to let you catch next week* shows a change.
3. The title implies that Janet is a valuable pitcher.
4. Answers may include "if that's how you're going to be," "don't count on me," and idioms such as "kick a man when he's down" and "a package deal."
5. It gives both characters the chance to state their opinions and to respond to events.
6. Students may side with Janet; excluding girls is not fair.

Vocabulary Practice

1. A
2. B
3. B
4. B
5. A

Progress Check

Can students comprehend vocabulary?

If...fewer than 2 answers are correct

Then...  Glencoe Interactive Vocabulary CD-ROM.

After You Read

Respond and Think Critically

1. What is Janet's disagreement with Richard about? **[Recall]**
2. When do Richard and Janet start to understand each other? Which note shows the change? **[Interpret]**
3. Southpaw pitchers are considered valuable because left-handed pitches are often more difficult to hit. Using this information, what do you think the story's title, "The Southpaw," implies? **[Infer]**
4. **Literary Element Voice** Which phrases and idioms in the story do you think best show the voice of each character? Give two examples for each character and explain why you chose them. **[Evaluate]**
5. **Reading Skill Analyze Narrator and Point of View** Refer to the chart you made about the narrators. How does having the story switch between narrators help the plot move along? **[Analyze]**
6. **BQ BIG Question** In the dispute between Janet and Richard, which character do you think is right? Explain. **[Conclude]**

Vocabulary Practice

Choose the sentence that uses the vocabulary word correctly.

1. **A.** My throat hurts a lot because my **tonsils** are swollen.
B. I went to the eye doctor so she could check my **tonsils**.
2. **A.** I was being **unreasonable** when I took out the trash.
B. It is **unreasonable** to expect everyone to agree on the issue.
3. **A.** My friend bought a **trophy** because she won the race.
B. The winning track team put their **trophy** on display.
4. **A.** The exercises at gym class will help strengthen my **cavities**.
B. The dentist congratulated me for having no **cavities**.
5. **A.** I **sprained** my ankle when I fell while skating.
B. I **sprained** my eyes from watching too much television.

Writing

Write a Letter Think about a time when you had a disagreement with a friend or felt unfairly excluded from an activity. Write a letter to your friend. Try to persuade your friend to understand your side of the story. Use concrete supporting arguments and evidence and persuasive techniques, such as emotional appeal, in your letter.

TIP

Interpreting

Here are some tips to help you answer question 2. Remember that when you interpret, you use your own understanding to decide what something means.

- Think about what Janet wants.
- Think about what Richard doesn't want.
- Look for where Richard begins to change his mind.
- Think about why Richard changes his mind.

FOLDABLES Study Organizer

Keep track of your ideas about the **BIG Question** in your unit Foldable.

Literature Online

Selection Resources For Selection Quizzes, eFlashcards, and Reading-Writing Connection activities, go to glencoe.com and enter QuickPass code GL19756u4.

492 UNIT 4 What's Fair and What's Not?

Writing

Write a Letter Letters will vary but should include specific supporting arguments, evidence, and persuasive techniques.

Writing Practice

Formal Letter Explain to students that the letters in "The Southpaw" are informal. Much of the e-mail students send and receive is also informal. However, at times students will have to write formal letters, sometimes called business letters. Review these parts of a business letter: heading, inside address, salutation, body, closing. Ask students to compose brief business letters on subjects of their choosing.

Focus

Bellringer Options



Literature Launchers: Pre-Reading Videos DVD, Selection Launcher

Daily Language Practice Transparency 104

Or ask students why people are afraid of spiders. List their responses on the board.

Vocabulary

Introduce the words on this page.

Ask: Which vocabulary word would describe an earthquake? (*catastrophe*) Which would describe a class making last-minute preparations for a play? (*frenzied*) Which would describe the things travelers take on a trip? (*luggage*) Which would describe an apartment building full of people? (*inhabited*)

Before You Read

Spiders, from All I Really Need to Know I Learned in Kindergarten

Connect to the Essay

Do you get scared when you see a spider? Do you know an adult who does? Have you ever wondered why some people are afraid of something so small?

Partner Talk With a partner, discuss things people fear. Which of these fears seem reasonable? Which seem silly? Why?

Build Background

Did you know that the spider is *not* an insect? It is actually an arachnid (ə rak'nid), a relative of the insect. The most notable difference is that a spider has eight legs, and an insect has only six. Here are some interesting facts about spiders.

- Spiders are predators that mainly feed on insects. Many insects eat crops, so spiders help control unwanted pests.
- Although many spiders make silk webs to trap their prey, some hunt their prey instead.
- Many spiders kill their prey by injecting poison into it.
- Very few spiders are harmful to people.

Vocabulary

luggage (lug'ij) *n.* bags, boxes, or suitcases a traveler uses for carrying things (p. 495). *Our luggage was heavy because we packed for a two-week trip.*

frenzied (fren'zēd) *adj.* in a state of intense emotion or extreme excitement; frantic (p. 496). *The frenzied fans ran across the parking lot to get the quarterback's autograph.*

inhabited (in hab'it id) *v.* lived in or on (p. 496). *Our apartment is inhabited by four people, two cats, and a turtle.*

catastrophe (kə tas'trə fē') *n.* great and sudden disaster or misfortune (p. 498). *A hurricane can be a catastrophe for those who live near the ocean.*

Meet Robert Fulghum



"Share everything. Don't take things that aren't yours. Put things back where you found them. Play fair."

— Robert Fulghum

Best-Selling Author Before becoming an author, Robert Fulghum worked as a ditch-digger, a newspaper carrier, a ranch hand, and a singing cowboy. For more than 20 years, he served as a minister. He also found time to paint, draw, perform in a rock-and-roll band, and write seven books.

Literary Works Fulghum wrote the best-selling book *All I Really Need to Know I Learned in Kindergarten*. The essay "Spiders" comes from this book, which was published in 1986.

Robert Fulghum was born in 1937.



Literature Online

Author Search For more about Robert Fulghum, go to glencoe.com and enter QuickPass code GL19756u4.

Spiders 493

English Learners

DIFFERENTIATED INSTRUCTION



Vocabulary Preteaching Ask: Does *frenzied* describe a boy who rushes around getting his books and races to the bus stop, or a boy who gathers his books and walks to the bus stop? (*a boy who rushes around*)

• Does *inhabited* describe a cave where you might find a pot of gold, or a cave where you might find a bear? (*a bear*)

• Is it a *catastrophe* when a mother carries a birthday cake into a room and lights the

candles, or when she drops it on the floor? (*when she drops it*)

• Would you use the word *luggage* when a man puts three suitcases in the trunk of a taxi, or when he and his wife and children all get in a taxi? (*when he puts his suitcases in the trunk*)

Approaching Level

DIFFERENTIATED INSTRUCTION



Vocabulary Preteaching Ask volunteers to read aloud each word, definition, and sample sentence. Have students create collages to illustrate each word. They may cut pictures from magazines or include their own art or photos. If they have trouble choosing images, have them refer to the definitions and sample sentences.

Before You Read

Focus

Summary

Robert Fulghum describes the frantic reaction of a neighbor when she walks through a spider web. He compares it to the spider's reaction. He reflects on spiders, imagines what would happen if people could spin webs, and is reminded of a popular children's song and its lesson.

For summaries in languages other than English, see Unit 4 Teaching Resources, pp. 90–95.

Literary Element

Thesis Tell students that an essay's topic is the subject. The thesis is the author's main point or focus. For example, the thesis of an essay whose topic is "mistakes" could be "We can learn from our mistakes."

Ask: What message might an author want to present in an essay about spiders?

Reading Skill

Analyze Voice

Write on the board:

Spiders are just too disgusting.
Spiders are fascinating.

Have students describe how each speaker feels about spiders.

TRY IT

The idiom means she is nervous. She is anxious about performing.

Set Purposes for Reading

BQ BIG Question

As you read, ask yourself, how does the author help readers see his neighbor's situation from another side?

Literary Element Thesis

The **thesis** is the main idea of an essay or other work of nonfiction. A thesis gives focus to an essay. Details in the essay support the thesis. Usually the author directly states the thesis. Sometimes, however, the thesis is implied.

The **thesis** helps you understand what is important to the author. It serves as a clue to the author's purpose for writing.

As you read, ask yourself, what main idea does the author want readers to understand?

Reading Skill Analyze Voice

When you **analyze voice**, you look at the distinctive use of language that conveys the author's personality to readers. In "Spiders," the author uses vivid descriptive language. He also often uses fragments (incomplete sentences), idioms (expressions that have a different meaning than the literal meaning of the words), and word choice. He describes the action in the present tense. These choices all help create a humorous, informal voice.

Analyzing voice can help you understand how the author feels about the subject.

To analyze voice, pay attention to

- word choices, including idioms and fragments
- tone, or the author's attitude toward the subject matter or audience
- mood, or the emotional quality of a literary work

Then think about how voice relates to the subject of the essay. You may find it helpful to use a graphic organizer like the one below.

Fragments	Idioms	Word Choice	Present-tense verbs
Nice lady.	It boggles the mind.	wrapped around a frenzied moving haystack	She turns, sees me

Learning Objectives

For pages 493–500

In studying this text, you will focus on the following objectives:

Literary Study: Analyzing thesis.

Reading: Analyzing voice.

TRY IT

Analyze Voice Your friend is about to play in a piano recital. She tells you that she has butterflies in her stomach. What does this idiom mean? Does she actually have butterflies inside of her? How does she feel about playing in the recital?

494 UNIT 4 What's Fair and What's Not?



Writing Practice

Point of View Including the viewpoint of the spider in this essay is what gives it much of its humor. Imagine for a moment that the spider and the woman, on moment of impact, are suddenly able to communicate. What might their conversation sound like? Have students

team up with a partner and write out a dialogue between the two characters, keeping in mind what has just happened between them. Ask volunteers to read their examples to the class with expression.

Spiders

from All I Really Need to Know
I Learned in Kindergarten

Robert Fulghum

This is my neighbor. Nice lady. Coming out her front door, on her way to work and in her “looking good” mode. She’s locking the door now and picking up her daily **luggage**: purse, lunch bag, gym bag for aerobics, and the garbage bucket to take out. She turns, sees me, gives me the big, smiling Hello, takes three steps across her front porch. And goes “AAAAAAAAGGGGGGGGHH-HHHHHHHH!!!!” (*That’s a direct quote.*) At about the level of a fire engine at full cry.

Spider web! She has walked full force into a spider web. And the pressing question, of course: Just where is the spider *now*?

She flings her baggage in all directions. And at the same time does a high-kick, jitterbug¹ sort of dance—like a mating stork in crazed heat. Clutches at her face and hair and goes “AAAAAAGGGGGGGHHHHHHHHH!!!!” at a new level of intensity. Tries opening the front door

¹ The **jitterbug** is a lively dance performed to swing music. It was popular in the 1930s and 1940s.

Vocabulary

luggage (lug’ij) *n.* bags, boxes, or suitcases a traveler uses for carrying things

Analyze Voice Why do you think the author starts the essay with sentence fragments?

Spiders 495

Teach

Reading Skill

1

Analyze Voice The fragments give the essay a relaxed, conversational feeling, as if the author were talking to a friend. **Ask:** **What phrases and descriptions on this page are amusing? Why do you think the author chose to write in this voice?** (Possible answer: The woman’s yell and the images of the fire engine and the jitterbug are amusing. The author might want to entertain the reader as well as make a point.)



For additional reading skill or strategy practice, see Unit 4 Teaching Resources, p. 97.



For an audio recording of this selection, use Listening Library Audio CD-ROM.

Readability Scores

Dale-Chall: 5.3

DRP: 46

Lexile: 610

Approaching Level

DIFFERENTIATED INSTRUCTION

Emerging Read the following passages to students. Ask them to describe the feelings of the person who wrote each one:

- There was a yawning hole inside me, and I did not dare to look at anyone. I had just made the mistake that lost the game. (*Students may say the speaker is lacking in confidence, ashamed, or loyal to the team.*)

- Well it wasn’t my fault, so why were they all glaring at me? It’s only a game, for heaven’s sake. (*Students may say the speaker sounds unconcerned, not responsible, or unwilling to take blame.*)

Say: **Voice can tell us how the writer feels about the subject.** Have students write three sentences that describe how they would feel if

they walked into a spider web. Call on several students to read their sentences aloud. Ask the class to describe the feelings. Repeat this procedure with three sentences that describe how the spider might feel.

UNIT FOUR

Teach

Literary Element

1

Thesis Students may say the thesis is that people and spiders have a lot in common.



For additional literary element practice, see Unit 4 Teaching Resources, p. 96.

BQ BIG Question

She does not question whether this is fair. It is a life-or-death situation, but there may be a positive side to her problem.

without unlocking it. Tries again. Breaks key in the lock. Runs around the house headed for the back door. Doppler effect² of

“AAAAAGGGHHHH a a g g h . . .”

Now a different view of this scene. Here is the spider. Rather ordinary, medium gray, middle-aged lady spider. She’s been up since before dawn working on her web, and all is well. Nice day, no wind, dew point just right to keep things sticky. She’s out checking the moorings³ and thinking about the little gnats she’d like to have for breakfast. Feeling good. Ready for action. All of a sudden all hell breaks loose—earthquake, tornado, volcano. The web is torn loose and is wrapped around a **frenzied** moving haystack, and a huge piece of raw-but-painted meat is making a sound the spider has never heard: “AAAAAAGGGGGGGGGHHHHHHH!!!!!!”

It’s too big to wrap up and eat later, and it’s moving too much to hold down.

Jump for it? Hang on and hope? Dig in?

Human being. The spider has caught a human being. And the pressing question is, of course: Where is it going and what will it do when it gets there?

The neighbor lady thinks the spider is about the size of a lobster and has big rubber lips and poisonous fangs. The neighbor lady will probably strip to the skin and take a full shower and shampoo just to make sure it’s gone—and then put on a whole new outfit to make certain she is not **inhabited**.

The spider? Well, if she survives all this, she will *really* have something to talk about—the one that got away that was THIS BIG. “And you should have seen the JAWS on the thing!”

² The **Doppler effect** occurs when sound waves move toward or away from a listener. As the woman moves closer to the author, the Doppler effect causes her scream to sound higher in pitch. As she runs away, the scream sounds lower.

³ **Moorings** are lines or chains that secure something in place. In this case, the spider is checking that her web is secure.

Vocabulary

frenzied (fren’ zēd) *adj.* in a state of intense emotion or extreme excitement; frantic

inhabited (in hab’ it id) *v.* lived in or on

Thesis From what you have read so far, what do you think the thesis of this essay is?

BQ BIG Question

How do the woman and the spider see the situation differently?

496 UNIT 4 What’s Fair and What’s Not?

Reading Practice



Compare and Contrast Have students create Venn diagrams comparing the lady and the spider.

Possible similarities:

Both are going about their daily activities.
Both are looking good.
Both are surprised.
Both picture the other with large, ugly mouths.

Possible differences:

- The lady goes into a wild dance. She rushes inside to shower and change. She wants to make sure the spider is gone.
- The spider tries to decide what to do with her catch. She considers keeping it. She may not survive. She may boast about the large creature she almost caught.

Spiders. Amazing creatures. Been around maybe 350 million years, so they can cope with about anything. Lots of them, too—sixty or seventy thousand per suburban acre. Yes. It's the web thing that I envy. Imagine what it would be like if people were equipped like spiders. If we had this little six-nozzled aperture⁴ right at the base of our spine and we could make yards of something like glass fiber⁵ with it. Wrapping packages would be a cinch!



Home Shopping Mysteries. Dianna Sarto.

View the Art Is this how you picture the woman in the story? Why or why not?

⁴ A **six-nozzled aperture** is an opening with six spouts, or channels through which liquid can flow. In this case, the aperture is used for squirting out web material.

⁵ **Glass fiber** is a material made of thin threads of glass. The author is comparing a spider's web to spun glass.

UNIT FOUR

Teach

Teaching Note

All spiders have tiny tubes called spinnerets that produce silk. Spider silk is stronger than steel wire and can stretch to two times its length. Spiders use the silk to trap insects, make traps, wrap up baby spiders, and travel. Some spiders spin elaborate webs to catch insects.

View the Art

Direct students to examine the piece of art by Dianna Sarto. **Ask: What is the effect of her use of colors?** (It makes it hard to distinguish the woman from her surroundings.) **Why might the artist choose to do this?** (Shopping is an activity done by everyone, to a greater or lesser degree.)

Spiders 497

English Learners

DIFFERENTIATED INSTRUCTION

Intermediate Some students may not be familiar with the children's song about the spider. Ask those who remember the song to sing it for the class with the motions they learned when they were young children.

Approaching Level

DIFFERENTIATED INSTRUCTION

Emerging Have students create a new title for the selection that does more than simply state the topic. For example, they might rename an essay about mistakes "Never Too Late." After they write a new title for "Spiders," have them write a few sentences giving the reasons for their choice. Divide

students into small groups to share their new titles and reasons. Direct each group to choose the best title. Write their choices on the board. As they share their titles and reasons, point out that their titles often suggest the thesis of the selection.

Teach

Reading Skill

1

Analyze Voice The lyrics add to the casual, lighthearted voice. They convey that the author sees value in simple things, such as children's songs.

Literary Element

2

Thesis Students may say that the author has made his message more clear that people have much in common with spiders—and with all living things.

To check students' understanding of the selection, see Unit 4 Teaching Resources, pp. 101–102.

Mountain climbing would never be the same. Think of the Olympic events. And mating and child rearing would take on new dimensions. Well, you take it from there. It boggles the mind. Cleaning up human-sized webs would be a mess, on the other hand.

All this reminds me of a song I know. And you know, too. And your parents and your children, they know. About the itsy-bitsy spider. Went up the waterspout. Down came the rain and washed the spider out. Out came the sun and dried up all the rain. And the itsy-bitsy spider went up the spout again. You probably know the motions, too.

What's the deal here? Why do we all know that song? Why do we keep passing it on to our kids? Especially when it puts spiders in such a favorable light? Nobody goes "AAAAAAAGGGGGGGHHHHHHHHH!!!!" when they sing it. Maybe because it puts the life adventure in such clear and simple terms. The small creature is alive and looks for adventure. Here's the **drainpipe**—a long tunnel going up toward some light. The spider doesn't even think about it—just goes. Disaster befalls it—rain, flood, powerful forces. And the spider is knocked down and out beyond where it started. Does the spider say, "To hell with that"? No. Sun comes out—clears things up—dries off the spider. And the small creature goes over to the drainpipe and looks up and thinks it *really* wants to know what is up there. It's a little wiser now—checks the sky first, looks for better footholds, says a spider prayer, and heads up through mystery toward the light and wherever.

Living things have been doing just that for a long, long time. Through every kind of disaster and setback and **catastrophe**. We are survivors. And we teach our kids about that. And maybe spiders tell their kids about it, too, in their spider way.

So the neighbor lady will survive and be a little wiser coming out the door on her way to work. And the spider, if it lives, will do likewise. And if not, well, there are lots more spiders, and the word gets around. Especially when the word is "AAAAAAAGGGGGGGHHHHHHHHH!!!!" 🕷️

Vocabulary

catastrophe (kə tas' trə fē') *n.* great and sudden disaster or misfortune

Analyze Voice How do the lyrics from the children's song add to the author's voice?

Visual Vocabulary

A **drainpipe** is a tube for emptying water, often from the roof of a building.



Thesis Has your idea changed about the thesis of this essay? Why or why not?

498 UNIT 4 What's Fair and What's Not?

Reading Practice

Analyze Voice Have small groups of students rewrite the third paragraph of "Spiders," taking out the voice and simply stating what happened. For example, they might rewrite the first sentence as "She dropped her things." Invite groups to read their rewrites. Discuss how much more interesting and lively the author's version is. Then have students rewrite the "Itsy

Bitsy Spider" song as a story, using their own voices. For example, the first line might be "There was this brave little spider, see, and he crawled into a dark waterspout. It's like a big, tall old pipe. He doesn't know what's in there." Have them share their rewrites and discuss how they added voice to the simple song.

After You Read

Assess

For additional assessment, see Assessment Resources, pp. 119–120.

Respond and Think Critically

1. She screams, drops her belongings, does a crazy dance, and tries to escape back into her house.
2. The woman wonders whether the spider is still on her. The spider wonders what she'll do next.
3. The woman fails to see that she could have killed the spider. The spider fails to see how much she scared the woman.
4. They may both be more careful.
5. The song is about a spider who gets back up and tries again after failing. The author believes this is a good lesson for people too.
6. Students may say they have a new respect for spiders' abilities and recognize that humans and spiders follow similar survival instincts.

Vocabulary Practice

Sentences will vary; examples follow.

1. Synonyms. Mrs. Angelos left space in her luggage for souvenirs.
2. Antonyms. The frenzied animal leaped at the door, trying to break it down and escape the cage.
3. Synonyms. The schools closed for weeks after the catastrophe.
4. Antonyms. The average acre of land is inhabited by more than sixty thousand spiders.

Academic Vocabulary

Students should say whether they agree with Fulghum's analysis and discuss the song's lesson about setbacks.

After You Read

Respond and Think Critically

1. How does the woman react after walking into the spider web? [Summarize]
2. In your own words, restate both the woman's and the spider's "pressing questions." [Paraphrase]
3. In what ways do the woman and the spider have trouble understanding each other? [Compare]
4. Do you think either the woman or the spider will be wiser in the future? Why or why not? [Infer]
5. What wisdom does the author find in the children's song about the itsy-bitsy spider? [Analyze]
6. **BQ** **BIG Question** Did the essay help you see the world from a different perspective? Why or why not? [Evaluate]

Vocabulary Practice

Synonyms are words that have the same or almost the same meaning. **Antonyms** are words that have opposite meanings. Identify whether the paired words are synonyms or antonyms. Then use each vocabulary word in a sentence or draw or find a picture that represents the word.

1. **luggage** and baggage
2. **frenzied** and calm
3. **catastrophe** and disaster
4. **inhabited** and empty

Example:

luggage and baggage = synonyms

Sentence: My brother got a set of luggage before he left for college.

Academic Vocabulary

Robert Fulghum's **analysis** of why people pass along the song about the itsy-bitsy spider is that the song "puts the life adventure in such clear and simple terms." In the preceding sentence, **analysis** means "the result of examining carefully and in detail." Do you agree with Fulghum's analysis? What do you think the song can teach people about dealing with setbacks?

TIP

Comparing

Here are some tips to help you answer question 3. Remember that when you compare, you find similarities between two things.

- Recall the description of how the woman views the spider.
- Recall the description of how the spider views the woman.
- Look for the similarities in their mistaken ideas about each other.

FOLDABLES Study Organizer Keep track of your ideas about the **BIG Question** in your unit Foldable.

Literature Online

Selection Resources

For Selection Quizzes, eFlashcards, and Reading-Writing Connection activities, go to glencoe.com and enter QuickPass code GL19756u4.

Spiders 499

English Learners

DIFFERENTIATED INSTRUCTION

Intermediate English learners may have difficulty with the figurative language and idioms in this selection. Direct attention to the phrase "a fire engine at full cry." Ask students to describe the sound a fire engine makes when it is going to a fire. Explain that "at full cry" means "at its loudest." Call attention to the simile "like a crazed stork." **Ask: What is a stork?** (a large bird with long, thin legs and a

long beak) If possible, show a picture of a stork. **Ask: What does crazed mean?** (crazy; very excited and frenzied) **What mental picture does this give of the lady?** (She is screaming and moving awkwardly; she is not in control of herself.)

After You Read

Assess

Literary Element

1. D. All living things learn to survive and continue on in the face of setbacks.
2. Possible examples: repeating “AAAGGGHHH!”; describing the neighbor doing a “high-kick, jitterbug sort of dance”; the spider saying, “And you should have seen the JAWS on the thing!”

Reading Skill

3. Possible examples: (*She flings her baggage; does a high jitterbug; Clutches at her face; Breaks key in the lock; and Runs around the house*) Using verbs in this way makes the essay less formal.
4. *It boggles the mind* is an idiom that shows someone greatly confused; *Wrapping packages would be a cinch!* implies that the job would be easy. Idioms contribute to the conversational tone.
5. Fragments create a more casual tone because they are part of everyday speech.

Grammar Link

Examples:

She's locking the door.
She flings her luggage.

Write with Style

Apply Sentence Structure Students' writing should

- describe an ordinary event from a different or unusual point of view
- use sentence fragments, idioms, and metaphors to create a friendly, casual voice
- use vivid, descriptive language to describe actions and settings
- be written as one complete paragraph

Literary Element Thesis

Test Skills Practice

1. Which sentence best expresses the author's attitude toward survival?
 - A. Spiders should be admired for their ability to make webs.
 - B. The itsy-bitsy spider song is a part of our culture.
 - C. The spider is a small creature in search of adventure.
 - D. All living things learn to survive in the face of catastrophes.

Review: Tone

As you learned on page 123, **tone** is an author's attitude toward a subject.

Tone is closely related to voice. An author who thinks spiders are scary might choose words such as *fearsome* or *fanged* to create a fearful tone. An author who admires spiders might use words such as *resourceful* or *fascinating* to create a tone of respect and approval.

You can describe an author's tone in the same way you would describe a friend's attitude, such as serious, funny, or angry.

2. List three examples of words or phrases from “Spiders” to show that its tone is lighthearted and humorous.

Reading Skill Analyze Voice

To answer these questions, look back at the chart you created while reading the essay.

3. List five present-tense verbs that the author uses in the essay. Do they make the author's voice more or less formal? Explain.
4. Recall that an idiom is an expression whose meaning is different from its literal meaning. Give two examples of idioms from the essay. Why do you think the author uses them?
5. The author uses fragments to add humor and a conversational tone to the essay. Why do fragments affect the tone in this way?

Grammar Link

Direct Objects You have learned that every sentence has a subject and a predicate. Sometimes the predicate tells who or what received the action of the verb in the predicate.

The spider spins a web.

In the sentence above, *web* receives the action of the verb *spins*. It answers the question *spins what?* In this sentence, the word *web* is called a **direct object**.

- A direct object receives the action of a verb. It answers the question *whom?* or *what?* after an action verb.
- A verb can have more than one direct object.
- Sometimes an action verb does not have a direct object.

The lady screams loudly.

In the sentence above, *loudly* does not answer the question *whom?* or *what?* after the verb *screams*. It is not a direct object.

Grammar Practice Find three sentences in “Spiders” that have direct objects. Then write your own sentence with a direct object. Underline the direct object.

Write with Style

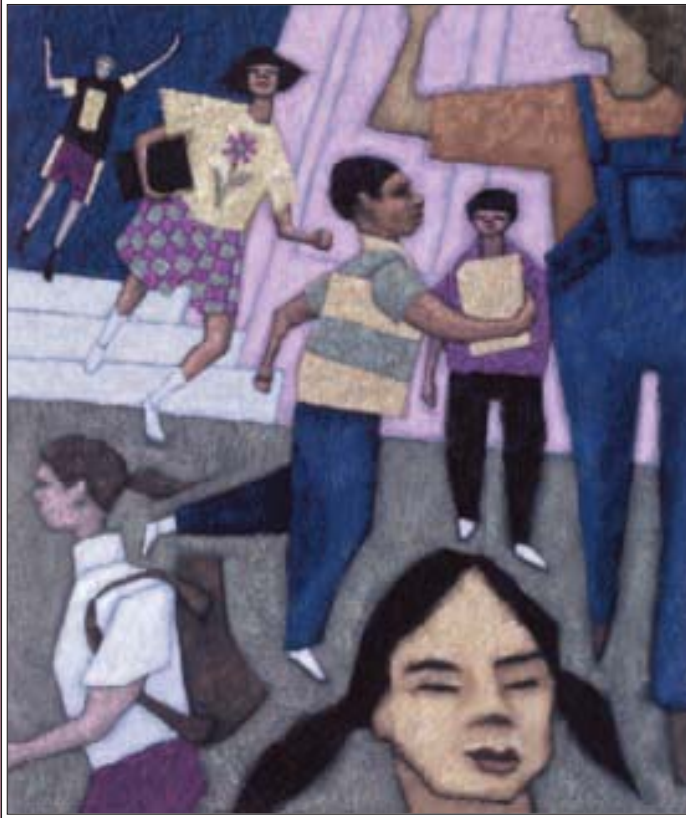
Apply Sentence Structure In this essay, the author describes an ordinary event from an unusual point of view—a spider's. Choose a situation that you have recently witnessed. Then write a paragraph describing it from another point of view. For example, if you saw your brother combing his hair, you could describe it from the point of view of the comb. Use sentence fragments, idioms, and metaphors to create a friendly, informal voice. Also use vivid descriptive language to describe the actions and setting.

Literary Element Practice

Analyze Voice Write on the board: *This morning I saw my neighbor walk into a spider web.* Write the following words on separate slips of paper: *happy, silly, frenzied, warm, concerned, thrilled, timid, rude, gracious, clever, critical, disgusted, caring, friendly, frightened, angry, cool, mistrustful, mean, thoughtful, sad, casual, unconcerned, funny.* Have students each draw a slip of paper and restate the idea

in the sentence with a voice that reflects the descriptive word. (For example, for *casual* a student might say, “Just this morning, I saw my neighbor walk smack into a spider web.”) Have the rest of the class guess the kind of voice being illustrated by the reading.

Freedom and Equality



Students Coming Out of School. Stephen Schildbach.

BQ BIG Question What's Fair and What's Not?

Why might the students in the picture think their school is a free and equal place? What can you do at your school to help other students better understand the meaning of freedom and equality?

English Learners

DIFFERENTIATED INSTRUCTION



Advanced Point out that while the words *freedom* and *equality* are often discussed in the same context, they have very different meanings. Have students gather in small groups to discuss the meanings of *freedom* and *equality*. Discussing the English roots of each word may help. **Ask:** What is the root word of

freedom? What does it mean? What is the root word of *equality*? What does it mean? After discussing the actual meanings, students may discuss scenarios in which a free person is not treated equally or a person treated as an equal is not free.

Part 2: Freedom and Equality

Ask: What do freedom and equality have to do with what's fair and what's not? (Some students may say that an important part of fairness is treating people as equals. Other students may say that not having freedom is unfair, so all people should be given freedom.)

View the Art

Stephen Schildbach (1968–) grew up during a time when equality was a hotly debated issue. Since the 1990s, he has worked as an illustrator in the city of Seattle. He also helps at homeless shelters, teaches art, and works in graphic design. **Ask:** How does the painting portray fairness, freedom, and equality? (The children in the painting appear to be of different backgrounds, but they all attend the same school and seem to be getting an equal education.)

BQ BIG Question

The students in the picture are of various races, ethnicities, genders, and backgrounds, and they all seem to be enjoying their education. Students may say that they can show the meaning of freedom and equality in their school by being kind to others and respectful of their differences.



For additional support for English Learners, see Unit 4 Teaching Resources, p. 104.

Before You Read

Focus

Bellringer Options



Literature Launchers: Pre-Reading Videos DVD, Selection Launcher

Daily Language Practice
Transparencies 105, 106

Or ask: **Have you ever had to make a choice between being comfortable and doing the right thing? How did you decide?** Discuss how values such as freedom or fairness can sometimes conflict with desires or needs. Point out that some people place so much weight on abstract values they give their lives for them.

Vocabulary

Say: **Antonyms** are words that are **opposite in meaning**. Have students **find antonyms for each vocabulary word**. (*sleek/sickly; ease/hardship; toppled/erected; lamented/celebrated*) Suggest that they use a thesaurus if they have difficulty. Ask them to use each vocabulary word with its antonym in a sentence.

Before You Read

The Wolf and the House Dog and The Donkey and the Lapdog

Connect to the Fables

Think about a time when you wanted to trade places with someone else—for any reason.

Quickwrite Freewrite for a few minutes about this time. What made you wish for such a change? What do you think would have happened if you had gotten your wish?

Build Background

Aesop's fables are known all over the world. They have been told and retold by countless writers, including the Roman writer Phaedrus, the French poet Jean de La Fontaine, and modern-day American Jerry Pinkney.

The storyteller Aesop may or may not have existed. Some historians say he was born in Africa. Most agree that he was a slave in ancient Greece. Others say he became an advisor to kings. Whether Aesop was real, his name is attached to many fables that people have passed down over the centuries. You probably already know some of these stories, such as "The Tortoise and the Hare."

Vocabulary

sleek (slēk) *adj.* having a healthy, well-groomed, or well-fed appearance; smooth and glossy, as if polished (p. 505).
Carrie looked sleek and well rested after her vacation.

ease (ēz) *n.* freedom from pain, discomfort, hard work, or worry (p. 507).
Surrounded by servants, the princess lived in ease and luxury.

toppled (top'əld) *v.* fell forward, tumbled over (p. 507).
The stack of books toppled with a terrible crash.

lamented (lə ment'id) *v.* expressed sorrow aloud; wailed (p. 507).
"I'll never pass math," Steve lamented.

Meet Jerry Pinkney

"When I'm working on a book . . . satisfaction comes from the actual marks on the paper, and when it sings, it's magic."

—Jerry Pinkney

Award-Winning Illustrator

Jerry Pinkney has won many awards as an illustrator, including the Caldecott Honor Book award and the Coretta Scott King Award. He says that good illustrations come from good writing. As a child, Pinkney loved to draw. His mother and teachers recognized his talent and encouraged him to become an artist.

Literary Works Jerry Pinkney has illustrated dozens of picture books.

Jerry Pinkney was born in 1939.



Literature Online

Author Search For more about Aesop and Jerry Pinkney, go to glencoe.com and enter QuickPass code GL19756u4.

502 UNIT 4 What's Fair and What's Not?

Approaching Level

DIFFERENTIATED INSTRUCTION



Vocabulary Preteaching Have students work in pairs to practice the new vocabulary items through a role-playing exercise. Have one student play the part of a television interviewer and the other a celebrity, athlete, or political figure. Ask the interviewer to write out a few questions

ahead of time that correctly use the vocabulary words and then conduct an interview. Ask both students to try to make their questions and answers sound as smooth and natural as possible. Once the interview is concluded, have students switch roles and repeat the activity.

English Learners

DIFFERENTIATED INSTRUCTION



Vocabulary Preteaching Pair English learners with native English speakers. Have students work together to write a paragraph of a story in which they use all four of the vocabulary words. When students have finished, have them read their paragraphs for the class.

Set Purposes for Reading

BQ » BIG Question

As you read, ask yourself, how do the animal characters in these fables define freedom and equality?

Literary Element Fables

A **fable** is a short folktale that teaches a lesson. That lesson is called a **moral**. Characters in fables often are animals that behave like humans but still have animal qualities. For example, a pig might speak like a person but live in a pigsty, not in a house. Fables often use **stereotypes**, or characters that embody certain attitudes and patterns of behavior. A fable about a pig, for example, might teach a lesson about greed.

Fables are important because they teach about right and wrong. They are a simple, entertaining way of passing down wisdom from generation to generation.

As you read, look for the traditional characteristics of fables—morals and animal characters. How do these characteristics help you learn?

Reading Strategy Make Generalizations About Characters

When you **make generalizations**, you develop a broad statement that is supported by details in a work. When you **make generalizations about characters**, you use their words, thoughts, and actions to make a statement about them. For example, a girl in a story might have to stand up to bullies. You could make the generalization that she is brave.

Making generalizations can help you understand the story and the role characters play in affecting the plot, including the conflict and resolution.

To make generalizations about a character, think about

- what the character says, thinks, and does
- what other characters think and say about the character

Then ask yourself whether actions such as the character's actions often lead to similar results. You may find it helpful to use a graphic organizer like the one below.



Learning Objectives

For pages 502–510

In studying this text, you will focus on the following objectives:

Literary Study:
Analyzing fables.

Analyzing morals.

Reading Strategy:
Making generalizations about characters.

TRY IT

Make Generalizations Your friend doesn't take homework seriously. He says he's too smart to study. Then he scores poorly on a big test. What do you think usually happens to people who don't study?

Before You Read

Focus

Summary

In the first fable, a hungry wolf encounters a dog. The dog explains that he enjoys a steady diet of scraps at the house of his master. The wolf wishes to share the dog's easy life. But on the way to the master's house, the wolf notices the collar around the dog's neck and chooses to remain hungry but free. In the second fable, a donkey envies the easy life of a dog. The donkey decides to show his master that he can also behave like a dog. After causing chaos in the household, the donkey is driven back to his stable, where he resigns himself to life as a donkey.

Literary Element

Fables Ask: *In what contexts besides fables might you find animals acting like people? (Students may cite cartoons and advertisements.)*

Reading Strategy

Make Generalizations About Characters Point out that generalizations must be supported. An unsupported generalization is a stereotype. **Ask:** *Last week Amanda missed our appointment for lunch. That's the third time she's done it. Amanda's unreliable. Is this a stereotype or a generalization? (generalization)*

TRY IT

In general, they don't do well on tests.

English Learners

DIFFERENTIATED INSTRUCTION

Intermediate Point out that the English word *fable* is closely related to the Spanish word *fabula*, meaning fable or story. Have students try to determine the English equivalents for the following words from other languages:

estable (Spanish) (*stable*)

Hunger (German) (*hunger*)

grani (Italian) (*grain*)

etranger (French) (*stranger*)

Ask students who speak another language to watch as they read for words in the fables that resemble words from that other language. Have them make two lists: one of words that are similar in both form and meaning and one of words that look similar but mean different things.

Teach

View the Art

Ask: **What do the wolf and the dog seem to be doing in the picture?** (They seem to be having a conversation or interacting in some way.) Tell students that many versions of fables are accompanied by illustration. Some are very realistic in their portrayal of animals and some combine animal and human characteristics. After students read the fable, have them draw a sketch of what they think the wolf and the dog look like.

For an audio recording of this selection, use Listening Library Audio CD-ROM.

Readability Scores

Dale-Chall: 5.6
DRP: 50
Lexile: 870



The Wolf and the House Dog

Aesop, retold by Jerry Pinkney

504 UNIT 4 What's Fair and What's Not?



Writing Practice

Analyze Theme Explain that Aesop's fables end with a moral. This moral is akin to the theme of a work of literature and is meant to offer an important lesson to the reader.

Ask students to write a paragraph or two in which they analyze the moral of "The Wolf and the House Dog." To get students started thinking about the moral, **ask:** **What does the dog have that the wolf doesn't? What advantage does the wolf have over the dog?** Paragraphs should

include other examples that illustrate the moral. Finally, ask students whether they agree or disagree with the moral of Aesop's story.

Teach

Literary Element 1

Fables The main character is an animal.

For additional literary element practice, see Unit 4 Teaching Resources, p. 111.

Reading Strategy 2

Make Generalizations About Characters Wolves are used to freedom.

APPROACHING Ask: **Why does the dog wear a chain?** (So that he can't run away from his owner.)

For additional reading skill or strategy practice, see Unit 4 Teaching Resources, p. 112.

BQ BIG Question

Some students may agree with the wolf because they value freedom more than material comforts. Others may say that freedom means nothing if you're not alive to enjoy it.

A wolf who lived in the forest fell on hard times, and could barely catch enough food to keep from starving. Soon her ribs were showing through her coat, and she could hardly sleep at night for hunger.

One day the wolf happened to meet a sleek, plump dog from the village. Puzzled, the wolf looked him over and exclaimed, "How is it that you appear to be so well-fed, when game¹ has been so scarce?"

"I never have to hunt for game," boasted the dog. "My master feeds me meat from his own plate, and the servants give me scraps from the kitchen every day. All I have to do is bark at every stranger that comes near and keep watch over the house by night."

The wolf could hardly believe her ears. "If I find a family to take me in," she asked, "will they treat me the same way?"

"No doubt of it!" the dog replied. "Just come along with me and I'll find you a place." Eagerly the wolf trotted beside the dog. But as they left the shadow of the trees, the wolf saw something near the dog's neck flash in the bright sunlight.

"Pardon me, but what is that around your neck?" she asked.

"Oh, nothing," said the dog. "It's just the ring on my collar where they fasten me to the chain."

"Chain!" cried the wolf in horror, stopping in her tracks.

"Of course," said the dog. "They chain us up at night, so we won't run away." The dog looked over his shoulder. "Why did you stop, Wolf? Aren't you coming?"

"Certainly not," said the wolf. "You may go back to your master, if you will. But I'd rather starve to death in the woods than eat one meal with a chain around my neck."

Lean freedom is better than fat slavery. 🐺

¹ **Game** refers to wild animals, birds, or fish that are hunted or caught for food.

Vocabulary

sleek (slĕk) *adj.* having a healthy, well-groomed, or well-fed appearance; smooth and glossy, as if polished

1 Fable What clue in the first sentence tells you this is a fable?

2 Make Generalizations About Characters Why might a wolf be horrified by a dog's chain?

BQ BIG Question

Do you agree with the wolf or with the dog? Why?

Approaching Level

DIFFERENTIATED INSTRUCTION

SMALL GROUP **Emerging** The design of Aesop's fables makes them easy to dramatize. Have students form groups of three to read the fable of the wolf and the dog aloud. In each group, have one student serve as the narrator, reading everything except dialogue. Have another student read the part of the wolf, and a third

read the part of the dog. Encourage students to read their parts with feeling, using emphasis to underline the most important parts of the story. After students have read the fable aloud, discuss what insights the reading gave them into the meaning of the fable.

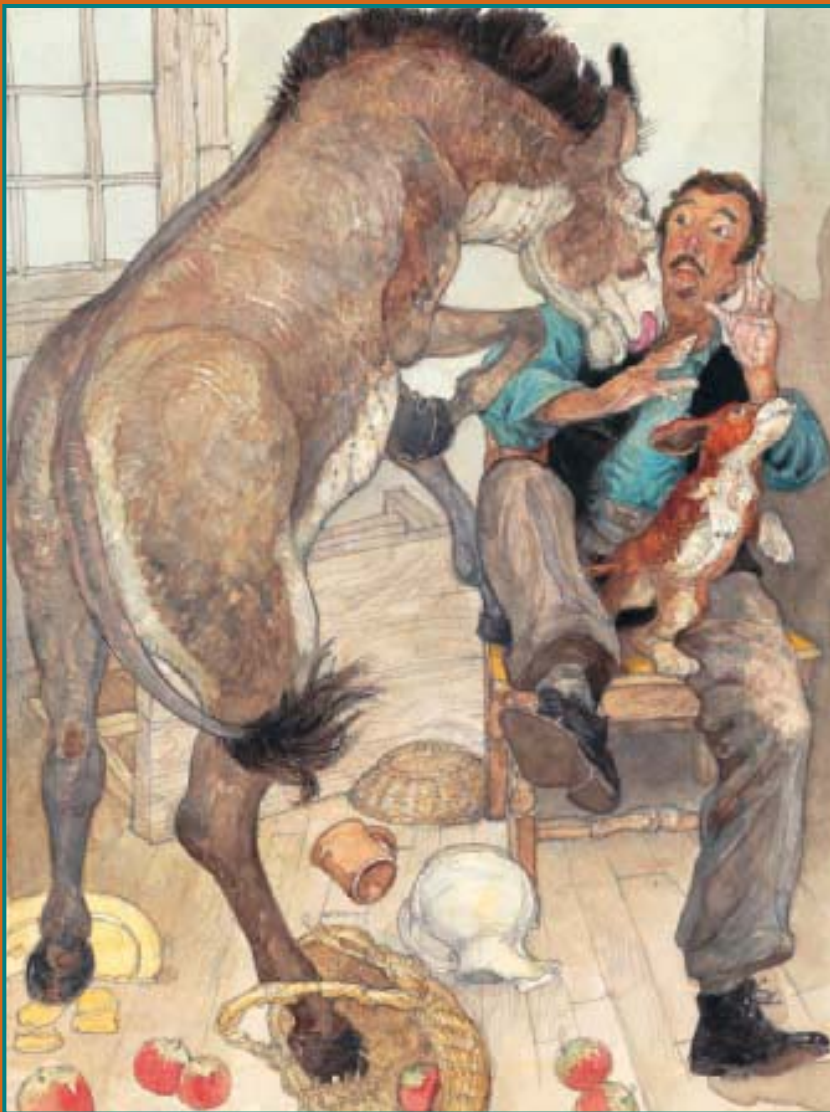
Teach

View the Art

Have a student describe what is happening in the picture. (*A donkey is jumping on a frightened man and a dog is jumping off the man's lap.*) Tell students that the art that accompanies a story sometimes illustrates the story literally and sometimes adds to the tone or mood of the story. After students read the fable, ask them to identify which function the art serves. (*It is a literal illustration.*)

The Donkey and the Lapdog

Aesop, retold by Jerry Pinkney



506 UNIT 4 What's Fair and What's Not?

Reading Practice



Analyze Cultural Context Tell students that many people believe Aesop was a slave in ancient Greece. **Ask: If this is true, how do you think it might have influenced Aesop's presentation of "The Wolf and the House Dog"?** (*Students should note that the theme of freedom would be important to someone who had been a slave.*) **What other aspects of life in ancient Greece do you think are reflected in Aesop's fables?** (*Responses will vary. Students may note*

that the use of animals shows that the Greeks had close contact with nature. The wolf and donkey in the fables may also reflect the reality of poverty and harsh conditions in Greek life. Finally, the moralistic form of Aesop's fables reflects an interest in ethics and moral principles.)

Teach

Literary Element

1

Fables Donkeys are supposedly foolish and stubborn. The author might have chosen a donkey to show the foolishness of jealousy.

Reading Strategy

2

Make Generalizations About

Characters The donkey expresses envy for the dog and feels sorry for himself. He may be resentful of others and unhappy with his life in general.

BQ BIG Question

Some students may say that it is unfair that he cannot live the easy life of the lapdog. Others may say that it is fair because he is a donkey and he is not mistreated.

To check students' understanding of the selection, see Unit 4 Teaching Resources, pp. 116–117.

A farmer had a little dog that he kept constantly by his side. The farmer also had a donkey, who lived in a warm stable and got plenty of fresh grain and sweet hay. But the donkey was not satisfied with his lot.¹

"I slave all day, hauling wood or pulling the cart to market," the donkey grumbled. "And then I'm shut in the stable, while that dog sleeps on the master's lap and eats from his plate!" Perhaps, he thought, if he behaved like the dog, his master would reward him with the same life of ease.

That very night, the donkey crept out of the stable and into the house where the farmer sat at supper. "First I'll frisk² about and chase my tail, just as the dog does," thought the donkey. And he danced about the room, flinging up his hooves until the table toppled over and dishes went flying.

"Now I'll sit on his lap!" said the donkey to himself, and he put his heavy hooves up on the master's chair.

"Help! Save me from this mad beast!" bellowed the terrified farmer. His servants came running and, with shouts and blows, drove the donkey back to the stable.

"I suppose I'm a fine donkey," the donkey lamented, "but I'll never be a lapdog!"

What's right for one may be wrong for another.

1 Someone's **lot** is that person's fate in life—the path, pain, and rewards that the person has by chance.

2 To **frisk** is to leap, skip, or move playfully.

Vocabulary

ease (ēz) *n.* freedom from pain, discomfort, hard work, or worry

toppled (top'əld) *v.* fell forward, tumbled over

lamented (lə ment'id) *v.* expressed sorrow aloud; wailed

1 **Fable** What traits do donkeys supposedly have? How could those traits affect the plot?

2 **Make Generalizations About Characters** From what the donkey says, what generalization can you make?

BQ BIG Question

Is what happens to the donkey fair? Why or why not?

Visual Vocabulary

A **lapdog** is a pet dog, small enough to be held on the lap.



English Learners

DIFFERENTIATED INSTRUCTION

Intermediate Say: Pinkney tells Aesop's fable in a dramatic form. He uses dialogue to help you imagine what is happening moment by moment. But the story of the donkey and the lapdog could also be summarized without using dialogue. Have students write a one-paragraph summary of the fable of "The

Donkey and the Lapdog." Explain that they should include the most important details from the fable in their summaries but leave out information that Pinkney includes to make the story more vivid to readers. When they have finished, have volunteers read their summaries aloud to the class.

After You Read

Assess

For additional assessment, see Assessment Resources, pp. 121–122.

Respond and Think Critically

Possible answers:

1. The ring on his collar flashes on his neck.
2. The donkey wants to be treated as the lapdog is treated.
3. He might run away because he is not free. Perhaps his master knows that the dog would enjoy freedom more than his comfortable life.
4. Both the donkey and the lapdog seem to be treated well by the farmer. Both serve the farmer. But the lapdog lives in the house and eats and sleeps with the farmer, while the donkey lives in the stable. The reason for the difference is that donkeys live outdoors, and lapdogs are domestic and live indoors.
5. Some students will say freedom is worth dying for because they value it so highly, but others may disagree.
6. The first fable suggests that freedom is more important than material comfort. The second suggests that equality does not imply identical treatment, but must take individual differences into account.

Examine Media: Movies

1. Students who expect a wolf to harm them would probably be afraid. They might run from the wolf or try to harm the animal.
2. Students should name an example of a wolf from a movie and explain why the wolf did or did not fit the stereotype.

After You Read

Respond and Think Critically

1. What flashes on the dog's neck in the sunlight? **[Identify]**
2. Why does the donkey decide to behave like the lapdog? **[Recall]**
3. The house dog says he is chained up at night so he "won't run away." Why might he run away from such a comfortable life? **[Infer]**
4. What is similar about the lives of the donkey and the lapdog? What is different? What is the reason for the differences? **[Compare and Contrast]**
5. The wolf is willing to die for freedom. Is freedom worth dying for, even when it means a life of hardship? Explain. **[Evaluate]**
6. **BQ** **BIG Question** What lessons about freedom and equality do these two fables teach? **[Conclude]**



Examine Media: Movies

As you read, you make generalizations. But one kind of generalization, a **stereotype**, can be hurtful. When you form a stereotype, you assume too much from too little information. For example, you might assume that all smart people wear glasses.

In movies, you use visual and audio features to obtain information. Have you ever seen a movie image of a vicious wolf with bloody fangs? Have you heard a wolf howl, threatening to attack when the hero is alone? In fact, wolves almost never attack people. They are shy around humans. They are social, even playful, with other wolves.

On Your Own Think about the following questions and write your ideas on a separate sheet of paper.

1. Imagine that you encountered a wolf or a donkey, and the only thing you knew about the animal was the stereotype associated with it. What would you do? How might the stereotype hurt you or the animal?
2. Think of a wolf you have seen in a movie. Do you think the animal fits a stereotype? Explain your answer.



TIP

Inferring

Recall that inferring means making a guess based on clues in the text. Here are some tips to help you infer:

- Think about the dog's advantages.
- Think about how the wolf reacts to the dog's chain.
- Now make an educated guess.

FOLDABLES Study Organizer

Keep track of your ideas about the **BIG Question** in your unit Foldable.

508 UNIT 4 What's Fair and What's Not?



Writing Practice

Fables Have students find and read more fables by Aesop in the library or on the Internet. **Ask:** **Why do you think Aesop's fables often focus on two characters?** (*To make it easy to compare and contrast their behavior and ways of thinking*) Divide students into groups of three. Have students think of an important lesson they learned that they would like to share with others. For example, they may have learned that if a student does not study hard and do his or her homework, he or she will probably

not get a good grade in class. Have each group write a fable that teaches this lesson through two animal characters. Tell students that these characters should have contrasting characteristics and behavior and that one of them should learn the lesson. Encourage students to include dialogue and vivid imagery. Then have each group read its fable with one student reading the narration and two students reading the dialogue of the characters.

Literary Element Fable

Test Skills Practice

- Which sentence or sentence part from "The Wolf and the House Dog" is an example of a moral?
 - "I never have to hunt for game," boasted the dog.
 - Lean freedom is better than fat slavery.
 - A wolf who lived in the woods fell on hard times, . . .
 - "They chain us up at night, so we won't run away."

Review: Theme

As you learned on page 75, a **theme** is the message about life an author wants to convey. In fables, the theme is often the same as the moral.

- How would you summarize the moral in each fable?

Reading Strategy Make Generalizations About Characters

- What personality traits do the wolf and the house dog have? What generalizations can you make about people who have these traits?
- What personality traits does the donkey have? What generalizations can you make about people who have these traits?
- Think about what happens to the donkey. Is it reasonable to make the generalization that people who work hard always want to have an easier life? Why or why not?
- How did making generalizations about the characters help you understand the fables?

Vocabulary Practice

Respond to these questions.

- Which is more likely to be **sleek**—a wolf in the wild or a cat in a home?
- Which grade would someone have **lamented**—a failing grade or a passing grade?
- Which is more likely to be **toppled**—a bookcase or a rug?
- Who is more likely to live a life of **ease**—a millionaire or a peasant?

Academic Vocabulary

The wolf **rejects** the life of a house dog because it would require her to give up her freedom.

In the preceding sentence, *rejects* means "a refusal to accept." The wolf believes the dog's life would require her to give up too much for too little gain. Think about a time you rejected an offer or an option. Why did you reject it? What led you to believe you should not accept it?



Literature Online

Selection Resources For Selection Quizzes, eFlashcards, and Reading-Writing Connection activities, go to glencoe.com and enter QuickPass code GL19756u4.

After You Read

Assess

Literary Element

- B. Lean freedom is better than fat slavery.
- The grass is always greener on the other side of the fence* might be a good way to summarize the moral of both fables.

Reading Strategy

- The wolf is independent, strong, and untamed. The dog is domesticated, dependent on others, and not used to hardship. People with these traits may think and behave in much the same way as the characters.
- The donkey is hard-working and dissatisfied. Students may say that many people who work hard dream about a time when they can rest.
- Students may say that many people they know work hard and enjoy what they do.
- Students may say that making generalizations about the characters helped them to see similarities between the characters and real-life people and situations.

Vocabulary Practice

- a cat in a home
- a failing grade
- a bookcase
- a millionaire

Academic Vocabulary

Responses will vary. Students should provide examples of offers that they turned down.

Progress Check

Can students comprehend vocabulary?

If...fewer than 2 answers are correct

Then... Glencoe Interactive Vocabulary CD-ROM.

Assess

Respond Through Writing

Expository Essay

Students' essays should

- be organized logically
- include at least two paragraphs
- include an introduction and a conclusion
- compare and contrast the two fables
- show how each fable uses animal characters to demonstrate personality traits
- compare and contrast the morals each fable teaches



For grammar practice, see Unit 4 Teaching Resources, p. 115.



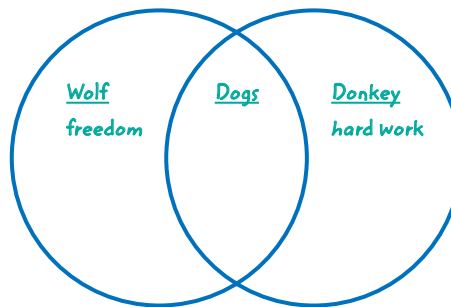
Respond Through Writing

Expository Essay

Compare and Contrast Fables “The Wolf and the House Dog” and “The Donkey and the Lapdog” contain lessons about freedom and equality. Write a short essay comparing and contrasting the two fables. Explore the use of animal characters to teach a moral.

Understand the Task When you **compare**, you look for similarities. When you **contrast**, you look for differences. In your essay, you will write about the similarities and differences of the two fables.

Prewrite Make a plan. Consider your purpose, audience, main ideas, and a logical sequence. Think about the way each fable uses animals to demonstrate certain personality traits. Think about the moral that each fable presents. Keep track of similarities and differences in a Venn diagram like the one below.



Draft Organize your essay into an introduction, a paragraph about each fable, and a conclusion. Or you may want to write one paragraph about similarities and another paragraph about differences. Write a thesis statement. This sentence frame might help you:

The fables are alike because _____ but different because _____.

Revise After you have written your first draft, read it. Have you organized your essay by comparison and contrast? Have you used text evidence to support your points? Did you use specific language to give a visual image to the reader? Did you write a conclusion?

Edit and Proofread Proofread your paper, combining or deleting sentences to improve clarity. Correct any errors in spelling, grammar, and punctuation.

Learning Objectives

For page 510

In this assignment, you will focus on the following objectives:

Writing:

Writing an expository essay.

Comparing and contrasting themes.

Grammar: Using semicolons.

Grammar Tip

Semicolons

It is often useful to use a **semicolon** to connect independent but related clauses when you compare or contrast. For example:

The house dog is chained; the wolf is free.

You can also join the two thoughts with a semicolon and a conjunctive adverb that shows contrast, such as *however*. For example:

The house dog is chained; however, the wolf is free.

Note that the clause after a semicolon begins with a lowercase letter.

Research Practice

Investigate Variations Say: **Aesop's fables have been told and retold by writers in many cultures for centuries. The main idea of the fable may be the same in two versions, but each author retells the story in his or her own distinctive way.** Have students use Internet or library resources to find three versions of a fable by Aesop (not necessarily one of the two presented here). Ask them to compare and contrast the various versions of the fable. Suggest that they consider such questions as

What kind of language does the author use? How does the author make use of dialogue? Is the moral clearly stated at the end? Have students present the results of their research to the class.

Before You Read

The Shutout

Connect to the Essay

Think about a time when you wanted to join a team, a club, or a group of friends, but you were left out.

QuickWrite Freewrite for a few minutes about the experience. Was it fair, or unfair, to be left out? How did you react?

Build Background

The title “The Shutout” is a pun—a play on words in which a double meaning is given to the same word. In baseball, the word *shutout* means “a game in which one team doesn’t score any runs.” *Shut out* also means “to exclude” or “to not allow to join or participate.”

In this essay, it refers to the time in U.S. history when African American players were kept from joining all-white baseball teams.

Vocabulary

uniquely (ū nēk’lē) *adv.* distinctively; characteristically (p. 514).

Tourists commented on the world-famous food at this uniquely French-inspired restaurant.

rivaling (rī’vəl ing) *v.* competing with (p. 514).
Basketball is rivaling football in popularity at our school.

privileged (priv’ə lijd) *adj.* having or enjoying a right or advantage (p. 517).
The older students feel privileged to eat outside at lunch today.

portrayed (pôr trād’) *v.* set forth a picture of in words; described (p. 518).
The book portrayed the villain as a sly but charming person.

Meet Patricia C. and Fredrick McKissack Jr.

“One of the reasons we write for children. . . . We want them to feel the tremendous amount of hurt and sadness that racism and discrimination cause all people, regardless of race.”

—Fredrick McKissack Jr.

A Writing Team The McKissacks are a mother-and-son writing team. Patricia C. McKissack has written many award-winning books, some with her husband, Fredrick McKissack Sr. Fredrick McKissack Jr. began his career as a sportswriter. Now he is a writer and editor of political and feature articles.

Literary Works “The Shutout” is an excerpt from *Black Diamond: The Story of the Negro Baseball Leagues*. Fredrick McKissack Jr. was born in 1965, and Patricia C. McKissack was born in 1944.

Literature Online

Author Search For more about Patricia C. McKissack and Fredrick McKissack Jr., go to glencoe.com and enter QuickPass code GL19756u4.

Before You Read

Focus

Bellringer Options



Literature Launchers: Pre-Reading Videos DVD, Selection Launcher

Daily Language Practice Transparency 107

Or show students items from some sports or games—a baseball, a basketball, or a chess piece, for instance. **Ask:** **Where did these games come from?** Instruct students to list what they know of the games’ origins. Then ask students to share whether they have played the games on teams or in leagues. Explain that each has its own history, and that some are better known than others.

Vocabulary

Say: **Sometimes when you know the meaning of one word, you can use it to learn the meaning of another. Look at the word *rivalry*. It contains the word *rival*. A *rival* is someone you compete with. You can use what you already know to figure out that *rivalry* means “competition with.”**

The Shutout 511

English Learners

DIFFERENTIATED INSTRUCTION



PARTNERS Intermediate Baseball terms have made their way into everyday language. For example, if someone “hits a home run,” he or she performs successfully. On the other had, if a person “strikes out,” he or she fails. Some English language learners may not be familiar with these terms and phrases. Review the terms

and phrases with the students. Write them on the board and provide definitions. You may also wish to have students pair up to share common sports-related terms from their primary languages.



For additional vocabulary practice, see Unit 4 Teaching Resources, p. 126.



For additional context, use Glencoe Interactive Vocabulary CD-ROM.

Before You Read

Focus

Summary

The origin of baseball is unclear. In 1845, the New York Knickerbocker Club created basic rules for play. The National Association of Base Ball Players was formed in 1857. African Americans played for a time, but in 1867, the Association voted against their inclusion. These players then formed the “Negro Leagues.”

For summaries in languages other than English, see Unit 4 Teaching Resources, pp. 118–123.

Literary Element

Text Structure Draw a time line on the board and fill it in with the week’s events. Discuss the relationship between chronological order and history.

Reading Strategy

Monitor Comprehension Have students summarize a movie plot. **Ask:** *What parts didn’t you understand? What did you do in order to understand?* (Students may say that they kept watching, thought about previous events, or asked a friend.) Explain that these strategies are examples of monitoring comprehension.

TRY IT

I could reread the text more slowly.

Other options for teaching this selection can be found in

- Interactive Read and Write for On-Level Learners, pp. 191–200
- Interactive Read and Write for English Learners, pp. 191–200
- Interactive Read and Write for Approaching Level Learners, pp. 191–200

Set Purposes for Reading

BQ BIG Question

As you read, ask yourself, how has baseball changed over the years, and why was it unfair to shut out certain players from the game?

Literary Element Text Structure

Text structure is a pattern of organization within a piece of writing. One type of structure text is **chronological order**. The purpose of chronological order is to present events in time order.

Understanding chronological order is one way to figure out and recall the writer’s ideas. To identify chronological order, look for dates, phrases, or signal words, such as *first*, *next*, *then*, *later*, and *finally*.

As you read, ask yourself, why is chronological order a good way to tell about the history of baseball?

Reading Strategy Monitor Comprehension

When you **monitor comprehension**, you check your understanding as you read.

Monitoring comprehension is important, because no matter what your purposes are for reading, your most important task is to make sure you understand what you have read.

To monitor comprehension,

- carefully reread to clarify what you don’t understand
- summarize main thoughts or ideas
- question important ideas and story elements
- predict what will happen next
- evaluate what you have read so far

You may find it helpful to use a graphic organizer like the one below.

History of Baseball

Date	Event
pre-1839	People played stick-and-ball games.

Learning Objectives

For pages 511–520

In studying this text, you will focus on the following objectives:

Reading:

Analyzing text structure.

Recognizing author’s purpose.

Monitoring comprehension using graphic organizers.

TRY IT

Monitor Comprehension You are beginning a new chapter in science class. You don’t want to highlight or mark up your textbook, so when you don’t understand something you read, you write a question on a self-stick note and put it on the page. What else could you do to monitor your comprehension?

512 UNIT 4 What’s Fair and What’s Not?

Approaching Level

DIFFERENTIATED INSTRUCTION

Vocabulary Preteaching Have students work in pairs and use index cards to create a memory-match game. Refer students to the vocabulary words and definitions. Have one student write each vocabulary word on its own card. Then, have the other student write the corresponding definition for each word on its own card. Students should place the cards face down on a desk or table, mix them, and

arrange them in two columns of four cards each. To play the game, students must match the vocabulary word with its correct definition by turning over two cards at a time. If they do not have a match, they should return the cards face down so the next student can take a turn. When students make a match, they can keep the cards. The student with the most matches wins.

Teach

For an audio recording of this selection, use Listening Library Audio CD-ROM.

Readability Scores

Dale-Chall: 9.3

DRP: 67

Lexile: 1270

The Shutout

Patricia C. McKissack and Fredrick McKissack Jr.

The history of baseball is difficult to trace because it is embroidered with wonderful anecdotes¹ that are fun but not necessarily supported by fact. There are a lot of myths that persist about baseball—the games, the players, the owners, and the fans—in spite of contemporary research that disproves most of them. For example, the story that West Point cadet² Abner Doubleday “invented” baseball in 1839 while at Cooperstown, New York, continues to be widely accepted, even though, according to his diaries, Doubleday never visited Cooperstown.

¹ **Anecdotes** are short accounts of incidents or events, intended to amuse listeners or to illustrate a point.

² **West Point** is the United States Military Academy, a four-year institution in southeastern New York, which provides college-level instruction and officer training for careers in the U.S. Army. A **cadet** is a student at the academy.

The Shutout 513

English Learners

DIFFERENTIATED INSTRUCTION

Advanced Have students review common baseball terms:

- infield
- bases
- pitch
- three-strikes-out rule
- inning
- three-out inning

Encourage students familiar with the terms to act out or draw the terms. Ask students to compare these responses with explanations found in an encyclopedia, dictionary, or other reference source.

UNIT FOUR

Teach

Literary Element

1

Text Structure The phrase “before the 1839 date” indicates that events will be told in chronological order.

APPROACHING **Ask:** *Why might it not be a fact that baseball was invented in 1839?* (Records show that people were playing stick-and-ball games long before 1839.)

For additional literary element practice, see Unit 4 Teaching Resources, p. 124.

Teaching Note

Time Order **Ask:** *In what year was the **Book of Sports** written?* (It was written in 1834.) **Ask:** *How many years after the **Book of Sports** appeared was the New York Knickerbocker Club formed? Explain how you found your answer.* (Eleven years later; I counted the years between the dates 1834 and 1845.)

Language History

Team Names Explain to students that *knickerbockers* are loose-fitting pants gathered at the knees. **Ask:** *Why do you think players called themselves the Knickerbocker Club?* (They wore knickerbockers when playing baseball.)

1 A number of records and documents show that people were playing stick-and-ball games long before the 1839 date.

Albigeance Waldo, a surgeon with George Washington’s troops at Valley Forge,³ wrote in his diary that soldiers were “batting balls and running bases” in their free time. Samuel Hopkins Adams (1871–1958), an American historical novelist, stated that his grandfather “played baseball on Mr. Mumford’s pasture” in the 1820s.

Although baseball is a **uniquely** American sport, it was not invented by a single person. Probably the game evolved⁴ from a variety of stick-and-ball games that were played in Europe, Asia, Africa, and the Americas for centuries and brought to the colonies by the most diverse⁵ group of people ever to populate a continent. More specifically, some historians believe baseball is an outgrowth of its first cousin, *rounders*, an English game. Robin Carver wrote in his *Book of Sports* (1834) that “an American version of rounders called *goal ball* was **rivaling** cricket⁶ in popularity.”

It is generally accepted that by 1845, baseball, as it is recognized today, was becoming popular, especially in New York. In that year a group of baseball enthusiasts organized the New York Knickerbocker Club. They tried to standardize the game by establishing guidelines for “proper play.”

The Knickerbockers’ rules set the playing field—a diamond-shaped infield with four bases (first, second, third, and home) placed ninety feet apart. At that time, the

Text Structure What clue is given here to chronological order?

3 **Valley Forge**, Pennsylvania, was the site of the 1777–1778 winter quarters of George Washington and the Continental Army during the Revolutionary War.

4 Something that has **evolved** has developed slowly.

5 A **diverse** group is made up of members from different races or backgrounds.

6 **Cricket** is an English ball game played by two sides of eleven players each on a field with two wickets, or sets of stumps, set 66 feet apart. The ball is bowled at the wickets, each of which is defended by a batsman.

Vocabulary

uniquely (ū nēk’lē) *adv.* distinctively; characteristically

rivaling (rī’vəl ing) *v.* competing with

514 UNIT 4 What’s Fair and What’s Not?



Writing Practice

Acrostic Puzzle Students may benefit from doing a puzzle to think about the topic and write what they know about it. On the board, write THE SHUTOUT vertically. Tell students to do the same on a sheet of paper. Explain that

they will complete an acrostic puzzle. For each letter in the title, they must write a sentence that begins with that letter and tells something about baseball. Encourage volunteers to write sentences from their acrostics on the board.

Teach

Reading Strategy

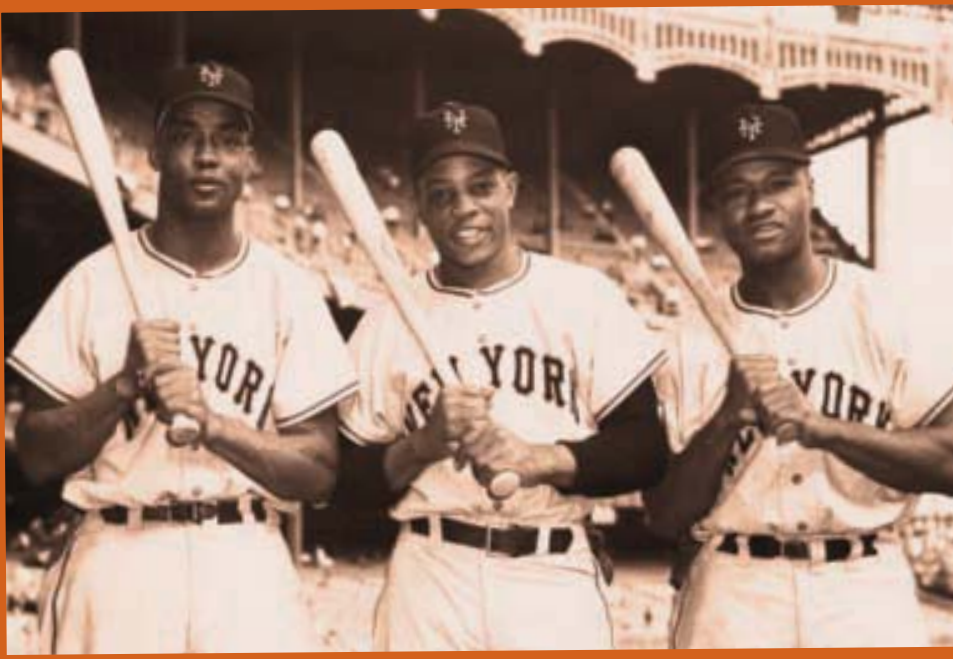
2

Monitor Comprehension It established twenty-five clubs and set rules for competition. It defined a professional player and established an admission fee for the “all-star” game.

For additional reading skill or strategy practice, see Unit 4 Teaching Resources, p. 125.

View the Art

Ask: Why do you think this photograph is important? (*It shows three baseball players who were part of a historic change in the sport.*) When Jackie Robinson was signed to the Brooklyn Dodgers in 1946, he became the first African American to play on an integrated major league team.



pitching distance was forty-five feet from home base and the “pitch” was thrown underhanded. The three-strikes-out rule, the three-out inning, and the ways in which a player could be called out were also specified. However, the nine-man team and nine-inning game were not established until later. Over the years, the Knickerbockers’ basic rules of play haven’t changed much.

In 1857–1858, the newly organized National Association of Base Ball Players was formed, and baseball became a business. Twenty-five clubs—mostly from eastern states—formed the Association for the purpose of setting rules and guidelines for club and team competition. The Association defined a professional player as a person who “played for money, place, or emolument (profit).” The Association also authorized an admission fee for one of the first “all-star” games between Brooklyn and New York. Fifteen hundred people paid fifty cents to see that game. Baseball was on its way to becoming the nation’s number-one sport.

Monte Irvin, Willie Mays, and Henry Thompson played in the 1951 World Series for the New York Giants. It was the first time in World Series history that a team had an all African American outfield.

Monitor Comprehension What did the National Association of Base Ball Players accomplish? If necessary, reread this paragraph.

2

The Shutout 515

English Learners

DIFFERENTIATED INSTRUCTION

Intermediate The use of the word *South* to refer to the Confederate states of the Civil War may be new to English learners. Have students create a T-Chart with “North” written on one side and “South” on the other. Have them write what they know of each side below each word. Then, as a group, discuss how the differences between North and South could have affected African Americans after the Civil War.

Approaching Level

DIFFERENTIATED INSTRUCTION

Emerging Students may be confused by the dates in the selection. Explain that the authors are writing in chronological or time order to make the story easy to follow. Have students make a time line as they read, recording each date and the event that goes with it.

UNIT FOUR

Teach

Literary Element

1

Text Structure It introduces the fact there were about sixty baseball teams at the time that the Civil War started.

ENGLISH LEARNERS Say: **The word *by* has more than one meaning. It can mean “next to” or “at that point.”**

Ask: **Here, what does *by* mean?**
(at that point)

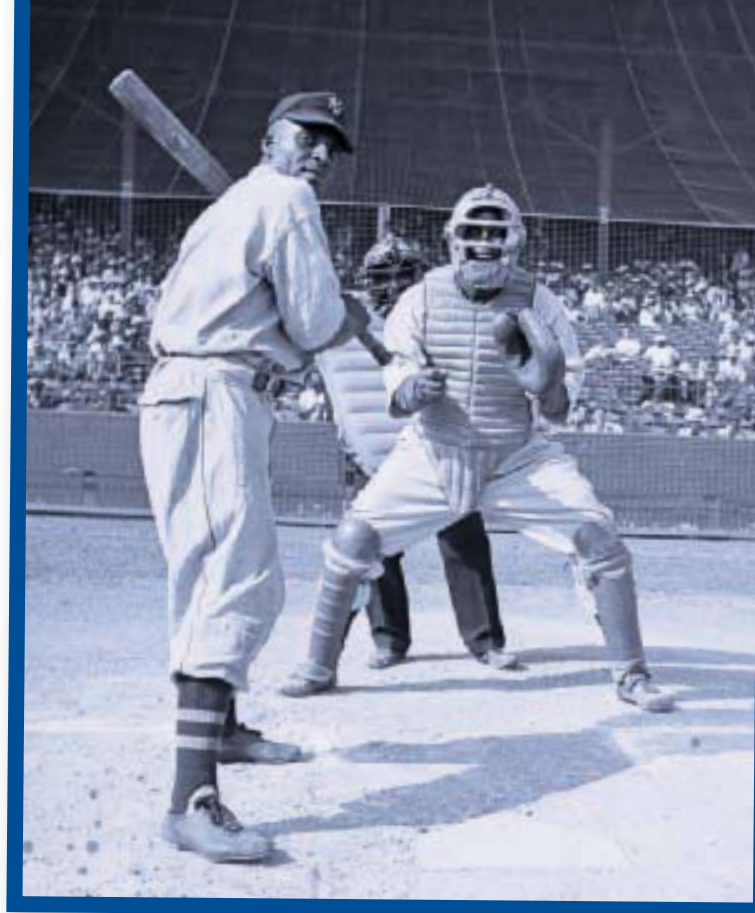
Vocabulary



Charades Have students pair up and list the vocabulary words. In addition, have them find two or three other challenging words in the selection. Have them look up these words in a dictionary. Next, have each pair of students play charades against another pair using only words from the selection.

Teaching Note

Map History Students can trace the development of baseball by marking sites important to the sport on a map. Distribute copies of a world map. Have students mark each site mentioned in the selection. Then tell them to annotate each site with information that explains why it is important to baseball history.



A batter for the New York Black Yankees stands at home plate with a Newark Eagles catcher and the umpire waiting for a pitch.

1 By 1860, the same year South Carolina seceded⁷ from the Union, there were about sixty teams in the Association. For obvious reasons none of them were from the South. Baseball's development was slow during the Civil War years, but teams continued to compete, and military records show that, sometimes between battles, Union soldiers chose up teams and played baseball games. It was during this time that records began mentioning African-American players. One war journalist noted that black

Text Structure Although events are still chronological, what new idea does this sentence introduce to the essay?

⁷ After South Carolina **seceded** (sē sēd'ed) from the Union in 1860, ten other states also withdrew and formed the Confederate States of America during the Civil War (1861–1865).

516 UNIT 4 What's Fair and What's Not?

Research Practice

Citizenship Different civic groups often support sports teams as a way to encourage a community's young people. Instruct students to find out about the civic sports sponsors in their area and the ways in which these groups help provide uniforms and equipment to local

teams. If possible, have a representative of a civic organization speak to students about the sports opportunities available to youth in the area. Have the class collect information about community sports in a directory that interested students may use as a reference.

players were “sought after as teammates because of their skill as ball handlers.”

Information about the role of African Americans in the early stages of baseball development is slight. Several West African cultures had stick-and-ball and running games, so at least some blacks were familiar with the concept of baseball. Baseball, however, was not a popular southern sport, never equal to boxing, wrestling, footracing, or horse racing among the **privileged** landowners.

Slave owners preferred these individual sports because they could enter their slaves in competitions, watch the event from a safe distance, pocket the winnings, and personally never raise a sweat. There are documents to show that slave masters made a great deal of money from the athletic skills of their slaves.

Free blacks, on the other hand, played on and against integrated⁸ teams in large eastern cities and in small midwestern **hamlets**. It is believed that some of the emancipated⁹ slaves and runaways who served in the Union Army learned how to play baseball from northern blacks and whites who had been playing together for years.

After the Civil War, returning soldiers helped to inspire a new interest in baseball all over the country. Teams sprung up in northern and Midwestern cities, and naturally African Americans were interested in joining some of these clubs. But the National Association of Base Ball Players had other ideas. They voted in December 1867 not to admit any team for membership that “may be composed of one or more colored persons.” Their reasoning was as irrational¹⁰ as the racism that shaped it: “If colored clubs were admitted,” the Association stated, “there would be in all probability some division of feeling whereas, by excluding them no injury could result to

⁸ **Integrated** teams were open to both African American and white players.

⁹ **Emancipated** (i man’ sə pāt’ ed) slaves had been freed from slavery.

¹⁰ Reasoning that is **irrational** is unreasonable or lacking sense.

Vocabulary

privileged (priv’ ə lijd) *adj.* having or enjoying a right or advantage

Visual Vocabulary

Hamlets are small rural villages.



2 Text Structure How does the author remind the reader of the chronological order?

3 Monitor Comprehension Monitor your comprehension by telling who and what the preceding two paragraphs are about. If necessary, reread.

UNIT FOUR

Teach

Literary Element

2

Text Structure Instead of a date, the author uses a phrase to set the time frame.

Reading Strategy

3

Monitor Comprehension Slave owners unfairly made money by entering their slaves in competitions; free blacks played on teams in the East; new teams sprang up after the Civil War, but the National Association of Base Ball Players voted against admitting African American players.

English Learners

DIFFERENTIATED INSTRUCTION



Beginning Students may find it helpful to write a summary of the selection. Begin by having students complete a flow chart for “The Shutout.” Suggest that they fill in the vertical boxes with key events and dates. Once they have completed their flow charts, they can put the events together in paragraph form to create a summary.

Teach

Reading Strategy

1

Monitor Comprehension Students may say that they slowed down so that they could interpret complicated ideas contained in the quotation.

BQ BIG Question

African Americans were shut out of the major leagues because of the color of their skin. This is the opposite of equality. If one player has the same talents and abilities as another, he should be allowed to compete because of those talents. **Say:** **Organized baseball teams made a mistake by excluding black players. What was the cost of this mistake to organized baseball?** (Possible response: Baseball teams and fans missed the thrill of playing with and seeing some talented baseball players in action.)

Teaching Note

Writer's Technique Explain that writers use brackets inside quotations when they are rephrasing or summarizing what was originally said. **Ask:** **Why might the authors have rephrased parts of the quotation in the paragraph at the top of this page?** (Possible response: The original language was too difficult.)



To check students' understanding of the selection, see Unit 4 Teaching Resources, pp. 129–130.

1

anyone . . . and [we wish] to keep out of the convention the discussion of any subjects having a political bearing as this [admission of blacks on the Association teams] undoubtedly would."

So, from the start, organized baseball tried to limit or exclude African-American participation. In the early days a few black ball players managed to play on integrated minor league teams. A few even made it to the majors, but by the turn of the century, black players were shut out of the major leagues until after World War II. That doesn't mean African Americans didn't play the game. They did.

Black people organized their own teams, formed leagues, and competed for championships. The history of the old "Negro Leagues" and the players who barnstormed¹¹ on black diamonds is one of baseball's most interesting chapters, but the story is a researcher's nightmare. Black baseball was outside the mainstream of the major leagues, so team and player records weren't well kept, and for the most part, the white press ignored black clubs or portrayed them as clowns. And for a long time the Baseball Hall of Fame didn't recognize any of the Negro League players. Because of the lack of documentation, many people thought the Negro Leagues' stories were nothing more than myths and yarns, but that is not the case. The history of the Negro Leagues is a patchwork of human drama and comedy, filled with legendary heroes, infamous owners, triple-headers, low pay, and long bus rides home—not unlike the majors. 🏆

¹¹ Players who **barnstormed** toured rural areas, stopping briefly to take part in baseball games.

Vocabulary

portrayed (pōr trād') v. set forth a picture of in words; described

Monitor Comprehension

Did you slow down, speed up, or maintain the same reading rate as you read the quotation? Explain.

BQ BIG Question

How is this unfair and the opposite of equality?

518 UNIT 4 What's Fair and What's Not?



Writing Practice

Ideas in Verse Students may benefit from writing a poem or song to help them organize ideas from the selection. Tell students to choose powerful ideas or an interesting person from the selection. Have students use the person or the ideas as the subject of a poem or a song. Students can write music to accompany the

lyrics, or they may choose sounds or styles of music to accompany their verse. Ask volunteers to share their poems and songs with the class.

After You Read

Assess
Respond and Think Critically

Possible answers:

1. The New York Knickerbocker Club set the rules.
2. Baseball evolved from stick-and-ball games that were played in many countries. It may be an outgrowth of rounders, an English game. Records mention forms of baseball before 1845 when the game was standardized.
3. Students may say that as equally talented players, they would have felt angry and frustrated.
4. To justify black players' exclusion from the major leagues, the white press wanted to make the black players look untalented and silly.
5. Both leagues formed teams and held championships. Each had legendary players, travel, and low pay. Records weren't kept in the Negro Leagues, the white press treated them differently, and they played in rural areas.
6. Students may say that keeping those players out was itself an injury. The argument promotes discrimination, taking away rights.

Vocabulary Practice

1. a world-recognized concert pianist
2. a brilliant fireworks display
3. a wealthy person
4. a powerful person

Academic Vocabulary

Possible answer: the verb *to keep from* suggests that the policy prevents the African Americans from doing something, which makes it similar to a rule.

After You Read

Respond and Think Critically

1. Who created the rules for playing baseball? [Recall]
2. What do historians know about the origins of the game of baseball? [Summarize]
3. How might you have felt if you were an African American baseball player who was not allowed to play in the major leagues? [Connect]
4. What can you infer is the reason the white press portrayed African American players as clowns? [Infer]
5. How were the Negro Leagues similar to the major leagues? How were they different? [Compare and Contrast]
6. **BQ** **BIG Question** The National Association of Base Ball Players argued that they were keeping African Americans out of the association so that "no injury could result to anyone." Do you agree with that argument? Explain. [Evaluate]

Vocabulary Practice

Respond to these questions.

1. Who would you describe as a **uniquely** talented musician—a world-recognized concert pianist or someone who has been playing piano for two months?
2. Which would be described as **rivaling** for your attention—an empty night sky or a brilliant fireworks display?
3. Whom would you describe as **privileged**—an unemployed person or a wealthy person?
4. How would a king probably be **portrayed** in a movie—as a powerful person or as a powerless person?

Academic Vocabulary

In the early years, a **policy** of the Association of Base Ball Players was to keep African American players from joining its league. Using context clues, try to figure out the meaning of the word *policy* in the preceding sentence. Check your guess in a dictionary.

TIP

Summarizing

Here are some tips to help you summarize. Remember that when you **summarize**, you retell the main ideas or events.

- Skim the selection to identify the main events.
- Retell the events in the order they occurred.
- Use transitional words, such as *first*, *next*, *then*, and *finally*.

FOLDABLES Study Organizer Keep track of your ideas about the **BIG Question** in your unit Foldable.

Literature Online

Selection Resources

For Selection Quizzes, eFlashcards, and Reading-Writing Connection activities, go to glencoe.com and enter QuickPass code GL19756u4.

Progress Check

Can students comprehend vocabulary?

If...fewer than 2 answers are correct

Then... Glencoe Interactive Vocabulary CD-ROM.

After You Read

Assess

Literary Element

1. The dates help you know what happened first, second, etc., in the history of baseball in America. Some time-order phrases are *at that time*, *during the Civil War years*, *during this time*, *after the Civil War*, and *after World War II*.
2. Chronological order shows how a specific event in history led to or influenced a subsequent event.
3. Instead of being a history of American baseball, which included discrimination against African American players, it would be a history of discrimination and the African American experience in America.
4. D

Reading Strategy

5. In 1845, rules were set for how to play the game. In 1857–1858, the National Association of Base Ball Players was formed and baseball became a business.
6. Even though African Americans were excluded from the major leagues in 1867, a few managed to play on integrated teams and a few even played in the majors. When African Americans were shut out of the major leagues by the turn of the nineteenth century, they formed their own leagues and continued playing.

Grammar Link

First sentence: *me* (i.o.)
Second sentence: *coach* (i.o.),
warning (d.o.)

Literary Element Text Structure

1. How do dates in the essay help you keep track of information? What phrases help you understand time order?
2. Why is understanding the order of events an important part of understanding the essay?
3. How would the essay be different if the authors had begun with the secession of South Carolina in 1860 and the introduction of African American players to the game? Explain.

Review: Author's Purpose

As you learned on page 163, **author's purpose** is the author's reason for writing. For example, the purpose of a piece of writing may be to entertain, to explain or inform, to persuade, to express emotion, or a combination of these purposes.

Test Skills Practice

4. Why did the authors write this essay?
 - A. to explain that Abner Doubleday was not really the inventor of baseball
 - B. to persuade readers that baseball was more fun to play in the 1800s
 - C. to inform readers about the entire history of baseball to the present day
 - D. to explain the early days in baseball and the role of African Americans in the game

Reading Strategy Monitor Comprehension

5. Why were the years 1845 and 1857–1858 important in the development of baseball?
6. Which parts in the essay demonstrate the determination of African Americans to play baseball despite obstacles? Support your answer.

Grammar Link

An **indirect object** tells *to whom* or *for whom* an action is done.

The New York Knickerbocker Club gave baseball some guidelines for play.

The **direct object** in the sentence above is *guidelines*. The indirect object is *baseball*. *Baseball* answers the question *to whom?* after the action verb *gave*.

An indirect object appears only in a sentence that has a direct object. Two clues will help you find indirect objects.

- The indirect object always comes *before* a direct object.
- You can add *to* or *for* before the indirect object and the sentence will still make sense.

The New York Knickerbocker Club gave (to) baseball some guidelines for play.

Practice

Try finding the indirect and direct object.

The pitcher gave the fan an autograph.

The umpire gave the coach a warning.

Now write your own sentences with indirect objects.

Research and Report

Internet Connection Using search engines and other Internet resources, research the history of another minority group or women in a particular sport. Be sure to use reputable, factual, and current sites. During your research, use a time line to track the order of important events. Use your research and time line to write a report. Paraphrase to convey main ideas and details from your sources. Remember to use signal words, phrases, or dates to indicate time order. Share what you have learned with your classmates.

Research and Report

Internet Connection Students' time lines and reports should show events in chronological order. Students should choose and organize key events relevant to the history of a minority group or women in a particular sport. The report should include dates or time order words.

Media Workshop

Propaganda

No matter how you get the news, you want to get the facts. Sometimes, however, what seems like fact is actually **propaganda**.

Propaganda is used to influence opinions. Writers use propaganda to persuade by using emotional methods instead of presenting accurate facts and details. Such writing may include stereotypes, faulty generalizations, flawed logic, or emotional language.

The goal of propaganda does not always support the common good. Tyrants—leaders who use government for their own purposes—often use propaganda. Sometimes, however, people use propaganda simply to convince someone to buy a product or use a service.

The chart shows how propaganda can appear in the media. What effects do you think propaganda has on people? Why is it important to be aware of propaganda? How does it influence your ideas regarding what is fair and unfair?



Media	Common Types of Propaganda	Beware!
Web sites	Web sites may contain propaganda because people can post anything and make it seem factual.	Visit only well-known news sites, such as the official Web site of your local newspaper.
Newspapers, magazines, posters, and other print media	Print media may use emotional language, stereotypes, or faulty generalizations to convince you of something. Advertisements and editorials often rely on propaganda.	Double-check facts with neutral sources, such as reliable news Web sites. Watch out for emotional images or language.
TV and radio	Talk shows and newscasts may rely on emotional, misleading language and visuals to keep you watching or listening. Commercials , like print ads, often rely on propaganda.	Be critical of what you see or hear. Also listen for devices, such as repetition, used by the speaker presenting the information.

Learning Objectives

For page 521

In this workshop, you will focus on the following objectives:

Reading:

Analyzing persuasion.
Evaluating propaganda.

Listening and Speaking:

Viewing and evaluating a presentation.

TRY IT

Analyze Propaganda in Commercials Answer these questions as you watch a TV commercial.

1. What is the product? What company is selling it?
2. Write two statements that the commercial presents as facts.
3. Look up the statements using neutral sources, such as reliable news Web sites. Are the statements true?
4. Does the commercial use emotional language? If so, what does it claim?
5. Write a paragraph about the commercial. Does it use propaganda? How? What is the commercial's purpose?



Literature Online

Media Literacy For project ideas, templates, and media analysis guides, go to glencoe.com and enter QuickPass code GL19756u4.

MEDIA WORKSHOP 521

Media Workshop

Propaganda

Focus

Viewing Skills

Understand Propaganda Ask students to think about the last political advertisement they saw on TV. Did it use patriotic images to create happy associations with the candidate? Did it use frightening or emotional language in reference to the candidate's opponent? Have students discuss why and how such ads might manipulate what is true.

TRY IT

Analyze Propaganda in Commercials

1. Students should identify the product and the company selling it.
2. Students should identify two statements presented as facts in the commercial.
3. Students should check these facts against reliable, neutral sources and identify those sources.
4. Students should identify the emotional language the commercial uses, if any, and restate its claims.
5. Students' paragraphs should state whether and how the commercial uses propaganda and what the commercial's purpose is.

English Learners

DIFFERENTIATED INSTRUCTION



Advanced Because the Spanish word for *propaganda* is also *propaganda*, English learners may need less help understanding what propaganda is than in identifying it in English-language media and articulating its effects. **Say:** *Think of the last time you needed to convince someone to believe something. What did you do? Did you bend the facts at all? Did you try to show*

yourself in the most positive way possible?

Have students discuss their persuasive strategies. **Say:** *Propaganda does the same thing through the media—TV, the Web, newspapers, magazines, and posters. Why might someone want to influence what other people think?* (Students may mention reasons such as making money, gaining power, or advancing a political agenda.) **How can you**

tell whether a source is one that you can trust? (Possible answers: *I can check on the reputation of the source—person, publisher, or organization—that is presenting the information; I can ask a teacher, librarian, or parent; I can see whether other sources present the same information.*)

Genre Focus: Essay

Focus

Bellringer Options

Daily Language Practice Transparency 109

Tell students that many of the essays in this unit are intended to persuade, or to convince the reader to think or do something. **Say:** *Describe a television or radio commercial that you like. What do you like about it? Does it convince you that you need to have the product or service? If not, what persuades you?* Encourage students to share their ideas about what makes an advertisement persuasive.

Teach

Teaching Note

Appeals Tell students that effective essays usually appeal to both logic and emotion. **Ask:** *Why does it help to appeal to both the heart and the mind?* (Students may say that people tend to support ideas that they feel strongly about and that they can prove with evidence.)

Learning Objectives

For pages 522–523

On these pages, you will focus on the following objectives:

Reading:

Analyzing formal and informal essays.

Analyzing argument and persuasive devices.

Genre Focus: Essay

An **essay** is a short piece of nonfiction writing on a single topic. The purpose of an essay is to communicate an idea or opinion. A **formal essay** is serious and impersonal, and its purpose is to instruct or persuade. An **informal essay** entertains while it informs, usually with a light, conversational tone. Essays are generally characterized as personal (informal), expository (formal), or persuasive (formal).

Literary Elements

Many essays, regardless of their type, share the author's thoughts about a subject or an experience. Identifying and using elements common to formal essays helps you obtain and understand information.

Thesis When instructing or persuading, authors may directly state their **thesis**, or main idea, in a logical, highly organized way. Sometimes they may indirectly state the thesis, or imply it. Authors then provide **evidence** or **support** to help make their thesis convincing. Evidence and support may be in the form of **examples, facts, and opinions**.

Persuasion and Argument If an author's purpose is to try to convince readers to think or act in a particular way, the author may use **persuasion**. Some authors use logic and specific examples to support what they think. This kind of persuasive writing is called **argument**.

Persuasive Techniques Persuasive techniques are tools that authors use to try to

convince readers to see things a certain way. When authors **appeal to logic**, they present facts and reasoning. **Appeals to emotion** can be attempts to scare, entertain, or anger an audience. An **appeal to ethics** tries to engage a reader's sense of right and wrong. An **appeal to authority** uses experts' opinions as support.

Repetition and **parallelism** can also help an author convince the reader. **Parallelism** uses a similar grammatical structure for a series of words. This technique brings unity to an argument. **Repetition** is using the same word or phrase more than once. This technique can help ensure that the main point of an argument is clear and easy to remember.

TRY IT

Using one of the graphic organizers shown on the next page, identify different ways to organize ideas in an essay in this unit.

522 UNIT 4 What's Fair and What's Not?



Writing Practice



Provide Evidence Tell students that effective essays contain evidence, or support, for their main ideas. Evidence can take the form of facts, opinions, or examples. Write the following idea on the board: **The school day should begin one hour later than it does now.** Have students work with partners to write down

evidence to support or oppose this idea. Each pair should try to come up with a fact, an opinion, and an example. When they finish, have students share their ideas. Then discuss which type of support was most convincing: facts, opinions, examples—or a combination of the three.

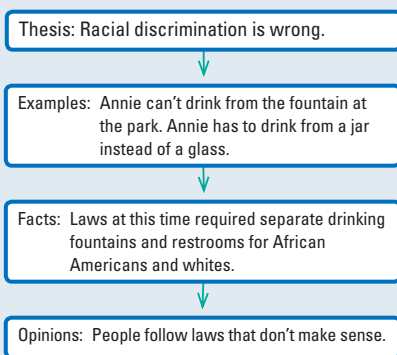
Characteristics of the Genre

To better understand how an author can organize an essay to create an effect and achieve a desired purpose, look at the examples of graphic organizers below.

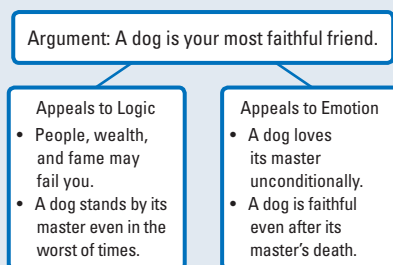
Main Idea and Supporting Details Chart from “The Shutout”

Paragraph	Main Idea	Supporting Details
1 and 2	Baseball’s history is full of myths.	- supposedly invented in 1839 - similar games played before 1839 - Washington’s soldiers played a form of baseball.
3	One person did not invent baseball.	- evolved from many countries - may be related to rounders, an English game

Thesis and Support Chart from “Looking for America”



Argument and Evidence Chart from “Eulogy on the Dog”



Literature Online

Literature and Reading For more selections in this genre, go to glencoe.com and enter Quickpass code GL19756u4.

Genre Focus: Essay

Teach

Teaching Note

Main Idea Remind students that a writer doesn’t always state a main idea directly. Sometimes a reader has to figure out the main idea by reading carefully and thinking about the text. When trying to identify the main idea, students should consider whether the writer returns to a single point over and over or whether many of the details seem to relate to the same point.

Teaching Note

Distinguish Fact and Opinion

Remind students of the difference between a fact and an opinion:

- A fact can be proven true.
- An opinion is what someone believes to be true. It cannot be proven.

Ask: Why do you think distinguishing fact from opinion might be useful when reading essays? (Possible response: Essays may include a writer’s thoughts, feelings, and point of view. You need to separate opinions and feelings from facts to make sense of what you’re reading and to decide whether you agree.)

Essay **GENRE FOCUS** 523

English Learners

DIFFERENTIATED INSTRUCTION

Intermediate To help students understand the concept of distinguishing fact and opinion, explain that the English word *distinguish* can be traced back to the Latin word *distinguere*, which means “to separate.” Also point out that the Latin prefix *dis-* means “apart.” Thus

distinguish means “to separate or tell apart.” Reinforce students’ grasp of the meaning of *distinguish* by asking them to name other concepts besides fact and opinion that people might distinguish between.

Before You Read

Focus

Bellringer Options

Selection Focus Transparency 12

Daily Language Practice
Transparencies 110, 111

Or ask students to imagine what their lives would be like if they had to work instead of going to school.

Ask: **What might you lose if you didn't attend school?**

Vocabulary

Write the following sentence stems on the board. Have students suggest ways to complete each sentence by using the vocabulary word properly.

acquired: I needed camping supplies, so _____.

drone: After the neighbors set up a beehive in their backyard, we _____.

instinctively: When the soccer ball came toward the goalie, she _____.

savoring: On the first nice day of summer, the people on the beach were _____.

hesitantly: The boy's mother asked him to clean his room, so he _____.

Before You Read

The Circuit

Connect to the Story

Think about a time when you really wanted something that you didn't get. What kept you from getting what you wanted? How much control did you have over the situation?

Partner Talk With a partner, discuss the difficulties that can keep people from getting what they want.

Build Background

This story about migrant workers takes place during the 1950s in California.

- Migrant workers travel from farm to farm to pick vegetables and fruit by hand.
- They follow the harvest, moving to another farm after each type of crop is harvested.
- Traveling from farm to farm is sometimes called traveling the circuit. Often, migrant workers live in houses provided by the farm owners.

Vocabulary

acquired (ə kwīrd') *v.* came into possession of (p. 528).

Mr. Watkins acquired books, pans, and a clock at the garage sale.

drone (drōn) *n.* dull, continuous buzzing or humming sound (p. 529). *I awoke to the drone of a distant lawnmower.*

instinctively (in stingk' tiv lē) *adv.* behaving in a fixed way when moved by something that causes a person to take action (p. 530). *The mother instinctively reached to catch her child as he fell.*

savoring (sā'vər ing) *v.* taking great delight in (p. 531). *Anita is savoring the last days of her summer vacation.*

hesitantly (hez'ət ənt lē) *adv.* reluctantly or unwillingly (p. 532). *The patient hesitantly agreed to have surgery.*

Meet Francisco Jiménez



"I came to realize that learning and knowledge were the only stable things in my life. Whatever I learned in school, that knowledge would stay with me no matter how many times we moved."

—Francisco Jiménez

Young Farm Worker Born in Mexico, Francisco Jiménez came to the United States with his family when he was four years old. At the age of six, he became a farm laborer like others in his family. Jiménez is now a professor of literature at Santa Clara University in California and the author of many books and stories.

Literary Works Jiménez has written numerous books, including the autobiographical book *Breaking Through*.

Francisco Jiménez was born in 1943.



Author Search For more about Francisco Jiménez, go to glencoe.com and enter QuickPass code GL19756u4.

524 UNIT 4 What's Fair and What's Not?

English Learners

DIFFERENTIATED INSTRUCTION

Vocabulary Preteaching Say each of the following vocabulary words and perform an action that demonstrates it:

- **acquired:** gather classroom objects
- **drone:** hum
- **savoring:** mime enjoying a meal
- **hesitantly:** open a door cautiously

Then, remind students that cognates are words with similar spellings and meanings in

two languages. Write the word *instinctively* on the board. Underline *instinct*, and ask students whether they know a Spanish word that is similar. (*instinto*) Ask what *instinto* means. (*something that is natural, that does not have to be learned*) Tell students that the words are cognates.

Approaching Level

DIFFERENTIATED INSTRUCTION

Vocabulary Preteaching Ask students to identify the correct example of each word: **acquired**—collected stamps or sent a letter (*collected stamps*); **drone**—shouted or hummed (*hummed*); **instinctively**—laughed or told a joke (*laughed*); **savoring**—shopped for groceries or enjoyed a meal (*enjoyed a meal*); **hesitantly**—finished a game or finished a chore (*finished a chore*).

Set Purposes for Reading

BQ BIG Question

As you read, think about the sacrifices migrant farm workers and their families make in order to survive. Ask yourself, what situations does the narrator face that seem unfair?

Literary Element Mood

Mood is the emotional quality or atmosphere of a story. The writer's choice of language, subject matter, setting, and tone in a short story contribute to creating mood. The mood can suggest an emotion, such as fear or joy. It can suggest the quality of a setting, such as gloom.

A story's mood—the feeling or emotion it creates—is important to its overall effect.

As you read, ask yourself, what details in the story help create its mood?

Reading Strategy Make Predictions About Plot

The sequence of events in a story is called the **plot**. When you **make predictions about plot**, you guess what will happen later in the story. You base your predictions on what you have read so far and on your own knowledge and experiences.

Making predictions is one way to think about a story. Asking “What will this character do next?” or “What might happen?” can keep you interested and involved in the outcome of the story.

To make predictions about plot,

- preview the title and any subheads and pictures
- pause as you read to make predictions about what might happen next
- adjust or verify your prediction

To help you make predictions about the plot as you read, you may find it helpful to use a graphic organizer like the one below.

Prediction	What Happened

Learning Objectives

For pages 524–535

In studying this text, you will focus on the following objectives:

Literary Study: Analyzing mood.

Reading: Making predictions about plot.

TRY IT

Make Predictions You come home from school, drop your backpack on the floor, and kick off your shoes. You eat a bowl of cereal, leaving the open box and the carton of milk on the table. Your mother walks in the door an hour later. What do you predict will happen next?

Before You Read

Focus

Summary

Panchito, a young migrant worker in California, moves with his family from farm to farm. Briefly released from field work, Panchito enrolls in school. A sympathetic teacher helps him with his reading and encourages him to learn to play a musical instrument.

Literary Element

Mood Help students understand what details an author might use to create a gloomy mood or a joyful mood. Then read aloud some excerpts from various stories and ask students to identify the mood.

Reading Strategy

Make Predictions About Plot Ask students whether they have ever read or watched a mystery and guessed what the ending would be. Have them discuss how they guessed and whether they were correct.

TRY IT

My mother will probably scold me.

The Circuit 525

English Learners

DIFFERENTIATED INSTRUCTION

Beginning Tell students that the narrator, Panchito, is about twelve years old. His family is poor, and he works picking fruit with his father and brother. The work is very hard. After the three of them have finished picking strawberries for the year, the family moves to a new place to find more work. There, Panchito has a chance at a normal life.

Write the words *school* and *work* on opposite sides of the board. Ask students whether most children work or go to school and have them point to the answer on the board. (*school*) Ask whether Panchito works or goes to school. (*work*) Then ask which is better for children, work or school. (*Students may point to either word.*)



Intermediate In small groups, have students discuss what they know about farms and farm work. Ask them to describe what they think picking crops is like. Then have each group give a summary of its discussion.

Teach

Literary Element

1

Mood Students are likely to say that the narrator sounds sad or wistful.

APPROACHING Make sure that students understand that the narrator has been picking strawberries with other workers. The season for strawberries is over, and the workers are moving on to other jobs. **Ask:** *Have you ever moved away from a place? How did you feel at the time?*

For additional literary element practice, see Unit 4 Teaching Resources, p. 140.

Reading Strategy

2

Make Predictions About Plot

Students are likely to say that Ito or the narrator is going away.

For additional reading skill or strategy practice, see Unit 4 Teaching Resources, p. 141.

Readability Scores

Dale-Chall: 4.2

DRP: 50

Lexile: 730

THE CIRCUIT

Francisco Jiménez



Road. Beatrice Boissegur.
Oil on paper. Private
Collection.

It was that time of year again. Ito,¹ the strawberry sharecropper,² did not smile. It was natural. The peak of the strawberry season was over and the last few days the workers, most of them *braceros*,³ were not picking as many boxes as they had during the months of June and July.

As the last days of August disappeared, so did the number of *braceros*. Sunday, only one—the best picker—came to work. I liked him. Sometimes we talked during our half-hour lunch break. That is how I found out he was from Jalisco,⁴ the same state in Mexico my family was from. That Sunday was the last time I saw him.

When the sun had tired and sunk behind the mountains, Ito signaled us that it was time to go home. “*Ya esora*,”⁵ he yelled in his broken Spanish. Those were the words I waited for twelve hours a day, every day, seven days a week, week after week. And the thought of not hearing them again saddened me.

Mood What is the mood of this paragraph? What details help create the mood?

Make Predictions About Plot Why do you think the narrator will not hear the words again?

¹ *Ito* (ē’tō)

² A *sharecropper* is a farmer who works land owned by someone else and shares the crop or the money from its sale with the landowner.

³ *Braceros* (bră sā’ rōs) are Mexican farm workers.

⁴ *Jalisco* (hă lēs’ kō)

⁵ [*Ya esora*] Ito is trying to say “*Ya es hora*” (yă es o’ rə), which means “It is time.”

526 UNIT 4 What’s Fair and What’s Not?

Reading Practice



Analyze Conflict Remind students that a conflict is a struggle between characters or forces in a story. External conflicts occur when characters struggle against each other, against nature, or against society. Internal conflicts occur when a character struggles with his or her own thoughts or feelings.

Divide the class into small groups and have them keep a chart as they read to identify conflicts in “The Circuit” and determine whether they are external or internal. (Possible responses: External conflicts include Panchito’s need to attend school, his family’s need for him to earn an income, and the family’s possible conflict with society if the

children are prevented from attending school. Panchito’s internal conflicts revolve around his desire to stay in one place long enough to make friends and learn to play the trumpet versus his family’s need to move again.)

Teach

Literary Element

3

Mood Their silence makes the mood serious and somber.

Writer's Technique

Fact in Fiction "The Circuit" is fiction, but it is based on real experiences Francisco Jiménez had while he was growing up. He uses the same technique in many other stories, combining his memories with imagined characters and events.

Ask: Why do you think some authors use fiction instead of nonfiction to describe their life experiences? (Possible response: Fiction gives authors the chance to make stories more interesting.)

As we drove home Papa did not say a word. With both hands on the wheel, he stared at the dirt road. My older brother, Roberto, was also silent. He leaned his head back and closed his eyes. Once in a while he cleared from his throat the dust that blew in from outside.

Yes, it was that time of year. When I opened the front door to the shack, I stopped. Everything we owned was neatly packed in cardboard boxes. Suddenly I felt even more the weight of hours, days, weeks, and months of work. I sat down on a box. The thought of having to move to Fresno⁶ and knowing what was in store for me there brought tears to my eyes.

That night I could not sleep. I lay in bed thinking about how much I hated this move.

A little before five o'clock in the morning, Papa woke everyone up. A few minutes later, the yelling and screaming of my little brothers and sisters, for whom the move was a great adventure, broke the silence of dawn. Shortly, the barking of the dogs accompanied them.

While we packed the breakfast dishes, Papa went outside to start the "Carcanchita."⁷ That was the name Papa gave his old '38 black Plymouth. He bought it in a used-car lot in Santa Rosa in the winter of 1949. Papa was very proud of his little jalopy. He had a right to be proud of it. He spent a lot of time looking at other cars before buying this one. When he finally chose the "Carcanchita," he checked it thoroughly before driving it out of the car lot. He examined every inch of the car. He listened to the motor, tilting his head from side to side like a parrot, trying to detect any noises that spelled car trouble. After being satisfied with the looks and sounds of the car, Papa then insisted on knowing who the original owner was. He never did find out from the car salesman, but he bought the car anyway. Papa figured the original owner must have been an important man because behind the rear seat of the car he found a blue necktie.

⁶ **Fresno** is a city in one of California's main farming regions.

⁷ **Carcanchita** (kär'kən chē'tə)

3

Mood How does the silence of Papa and Roberto affect the mood?

The Circuit 527

English Learners

DIFFERENTIATED INSTRUCTION



Beginning Direct students' attention to the painting "Trabajadores" on page 530. Ask them to name colors and objects in the painting. Write their responses on the board. Then, have students work in pairs and use the words on the board in short sentences about the painting.



Intermediate If you have Spanish-speaking students in your class, give them a chance to assist English-speaking students. Spanish speakers can practice their English by explaining the meanings of Spanish words and phrases within the story. They can also help English speakers with pronunciations of the Spanish words and

phrases. Suggest that students make a Spanish-to-English dictionary. They can use this dictionary as a reference as they read the selection.

UNIT FOUR

Teach

Reading Strategy

1

Make Predictions About Plot The family is making a permanent move because they have packed everything they own.

Literary Element

2

Mood The mood is suddenly hopeful because the family has work and a place to live.

1

Papa parked the car out in front and left the motor running. "Listo,"⁸ he yelled. Without saying a word, Roberto and I began to carry the boxes out to the car. Roberto carried the two big boxes and I carried the two smaller ones. Papa then threw the mattress on top of the car roof and tied it with ropes to the front and rear bumpers.

Everything was packed except Mama's pot. It was an old large galvanized pot she had picked up at an army surplus store in Santa María the year I was born. The pot had many dents and nicks, and the more dents and nicks it **acquired** the more Mama liked it. "Mi olla,"⁹ she used to say proudly.

I held the front door open as Mama carefully carried out her pot by both handles, making sure not to spill the cooked beans. When she got to the car, Papa reached out to help her with it. Roberto opened the rear car door and Papa gently placed it on the floor behind the front seat. All of us then climbed in. Papa sighed, wiped the sweat off his forehead with his sleeve, and said wearily: "Es todo."¹⁰

As we drove away, I felt a lump in my throat. I turned around and looked at our little shack for the last time.

At sunset we drove into a labor camp near Fresno. Since Papa did not speak English, Mama asked the camp foreman if he needed any more workers. "We don't need no more," said the foreman, scratching his head. "Check with Sullivan down the road. Can't miss him. He lives in a big white house with a fence around it."

When we got there, Mama walked up to the house. She went through a white gate, past a row of rose bushes, up the stairs to the front door. She rang the doorbell. The porch light went on and a tall husky man came out. They exchanged a few words. After the man went in, Mama clasped her hands and hurried back to the car. "We have work! Mr. Sullivan said we can stay there the whole season," she said, gasping and pointing to an old garage near the stables.

2

⁸ **Listo** (lēs'tō) means "Ready."

⁹ Mama's favorite **olla** (o'yä) is a **galvanized pot**, which is an iron pot with a thin coat of zinc. She got it at an **army surplus store**, which sells goods no longer needed by the U.S. military.

¹⁰ **Es todo** (es tō dō) means "That's everything."

Vocabulary

acquired (ə kwīrd') v. came into possession of

528 UNIT 4 What's Fair and What's Not?

Make Predictions About Plot

What can you predict about their trip from the things the family has packed?

Mood How has the mood changed? Why has it changed?

Listening and Speaking Practice



Interpret Literature Have students choose a scene to interpret in an oral presentation. Write the following questions on the board:

- Which characters are involved in the scene? What do you learn about them?
- What events take place?
- What does the setting add to the scene?

- What is the scene's importance to the story as a whole?

Tell students to reread the scene carefully and take notes in response to the questions. Students should support their ideas with specific examples and quotations from the story. Then, have them draft, revise, and deliver their presentations.

Teach

Literary Element

3

Mood The detail shows how difficult the working conditions are in the vineyard.

Visual Vocabulary

A **kerosene lamp** burns **kerosene**, a colorless liquid made from petroleum. When a wick is lighted, the kerosene produces a yellow flame.



Mood How does this detail contribute to the mood?

The garage was worn out by the years. It had no windows. The walls, eaten by termites, strained to support the roof full of holes. The dirt floor, populated by earth worms, looked like a gray road map.

That night, by the light of a **kerosene lamp**, we unpacked and cleaned our new home. Roberto swept away the loose dirt, leaving the hard ground. Papa plugged the holes in the walls with old newspapers and tin can tops. Mama fed my little brothers and sisters. Papa and Roberto then brought in the mattress and placed it on the far corner of the garage. "Mama, you and the little ones sleep on the mattress. Roberto, Panchito, and I will sleep outside under the trees," Papa said.

Early next morning Mr. Sullivan showed us where his crop was, and after breakfast, Papa, Roberto, and I headed for the vineyard to pick.

Around nine o'clock the temperature had risen to almost one hundred degrees.

I was completely soaked in sweat and my mouth felt as if I had been chewing on a handkerchief. I walked over to the end of the row, picked up the jug of water we had brought, and began drinking. "Don't drink too much; you'll get sick," Roberto shouted. No sooner had he said that than I felt sick to my stomach. I dropped to my knees and let the jug roll off my hands. I remained motionless with my eyes glued on the hot sandy ground. All I could hear was the **drone** of insects. Slowly I began to recover. I poured water over my face and neck and watched the dirty water run down my arms to the ground.

I still felt a little dizzy when we took a break to eat lunch. It was past two o'clock and we sat underneath a large walnut tree that was on the side of the road. While we ate, Papa jotted down the number of boxes we had picked. Roberto drew designs on the ground with a stick. Suddenly I noticed Papa's face turn pale as he looked down the road. "Here comes the school bus," he whispered loudly in alarm.

Vocabulary

drone (drŏn) *n.* dull, continuous buzzing or humming sound

The Circuit 529

Approaching Level

DIFFERENTIATED INSTRUCTION



Emerging Tell students that reading a selection fluently consists of more than pronouncing all the words correctly. Fluent reading should bring a text to life for the listeners. Read aloud a section of the story for students. Use your voice to express the tone and mood of the story. For example, the reader's tone should match the narrator's

tone. Demonstrate pacing and use expression. Assign a passage to each student. Have students practice reading aloud, using expression, tone, and pacing to bring life to the story.

UNIT FOUR

Teach

Literary Element

1

Mood Students are likely to say that the image of the mountains swallowing the sun makes them feel worried, sad, or afraid.

ENGLISH LEARNERS Explain that the sentence is a figure of speech; the storyteller has given the mountain human traits. Ask students what the narrator is describing. (*sunset*)

View the Art

Castera Bazile (1923-1965), a self-taught artist, painted scenes of daily life with vibrant color and became successful despite serious political and economic problems in Haiti.

Ask: How does this painting help you visualize migrant farm workers' lives? (Students may note the men's simple clothes, signs that they work in the heat, and the brown landscape.)



Trabajadores, 1950.
Castera Bazile.
Oil on canvas, 27 × 19 1/2 in.
Private Collection.

View the Art *Trabajadores* (tra bã ha dö' räs) means "workers" in Spanish. Do you think it is the beginning or the end of the workers' day?

Instinctively, Roberto and I ran and hid in the vineyards. We did not want to get in trouble for not going to school. The neatly dressed boys about my age got off. They carried books under their arms. After they crossed the street, the bus drove away. Roberto and I came out from hiding and joined Papa. "Tienen que tener cuidado,"¹¹ he warned us. "You have to be careful."

After lunch we went back to work. The sun kept beating down. The buzzing insects, the wet sweat, and the hot dry dust made the afternoon seem to last forever. Finally the mountains around the valley reached out and swallowed the sun. Within an hour it was too dark to continue

1

¹¹ *Tienen que tener cuidado* (tye'nen kã tã nãr' kwẽ dã' dö)

Vocabulary

instinctively (in stingk' tiv lē) *adv.* behaving in a fixed way when moved by something that causes a person to take action

530 UNIT 4 What's Fair and What's Not?

Research Practice



Gather Information Remind students that "The Circuit" is based on the author's life. Explain that the author and thousands of other illegal immigrants worked as migrant farm laborers. The wages were meager and their living conditions were substandard. One man in particular is known for his contribution to improving working conditions for the migrant farmers: Cesar Chavez. Have students conduct research on Chavez, using the library or the Internet.

530

Instruct them to connect Chavez's actions with the characters' experiences in the story. Students should identify what Chavez has done to improve the lives of thousands of people. Invite students to share their findings with the rest of the class.



Writing Practice

Writing Skill: Graphic Organizers Suggest that completing a graphic organizer can help students better understand the story. Draw a story map on the board, including the headings *Title*, *Characters*, and *Plot*. Tell students to work with a partner to identify and complete the sections of the story map with details from the story. Remind them to list events in the plot in chronological order.

picking. The vines blanketed the grapes, making it difficult to see the bunches. “*Vámonos*,”¹² said Papa, signaling to us that it was time to quit work. Papa then took out a pencil and began to figure out how much we had earned our first day. He wrote down numbers, crossed some out, wrote down some more. “*Quince*,”¹³ he murmured.

When we arrived home, we took a cold shower underneath a water-hose. We then sat down to eat dinner around some wooden crates that served as a table. Mama had cooked a special meal for us. We had rice and tortillas with *carne con chile*,¹⁴ my favorite dish.

The next morning I could hardly move. My body ached all over. I felt little control over my arms and legs. This feeling went on every morning for days until my muscles finally got used to the work.

It was Monday, the first week of November. The grape season was over and I could now go to school. I woke up early that morning and lay in bed, looking at the stars and **savoring** the thought of not going to work and of starting sixth grade for the first time that year. Since I could not sleep, I decided to get up and join Papa and Roberto at breakfast. I sat at the table across from Roberto, but I kept my head down. I did not want to look up and face him. I knew he was sad. He was not going to school today. He was not going tomorrow, or next week, or next month. He would not go until the cotton season was over, and that was sometime in February. I rubbed my hands together and watched the dry, acid stained¹⁵ skin fall to the floor in little rolls.

When Papa and Roberto left for work, I felt relief. I walked to the top of a small grade next to the shack and watched the “Carcanchita” disappear in the distance in a cloud of dust.

¹² *Vámanos* (vä’ mə nōs) means “let’s go.”

¹³ *Quince* (kēn’ sā) means “fifteen.”

¹⁴ *Tortillas* (tôr tē’yās) are made from corn or wheat meal and baked on a griddle so that they resemble very flat pancakes. *Carne con chile* (kär’ nā kōn chē’lā) is meat cooked with red peppers and beans.

¹⁵ The narrator’s hands are **acid stained** by grapes. Grapes contain tartaric acid, which can leave a stain on skin and clothing.

Vocabulary

savoring (sa’vər ing) v. taking great delight in

2

Make Predictions About Plot What do you think school will be like for the narrator?

BQ BIG Question

Why does Panchito get to go to school but Roberto does not? How does Panchito feel about the situation?

UNIT FOUR

Teach

Reading Strategy

2

Make Predictions About Plot

Students are likely to say that school might be difficult because Panchito is already months behind and the other students may have already made friends.

BQ BIG Question

Students are likely to say that Roberto can do more work and earn more money, so his family needs him more. Panchito may feel sorry for Roberto because the situation is unfair.

Political History

Migrant Workers In 1943, the year Francisco Jiménez was born, Congress created a program that made it easier for U.S. farmers to hire crop workers from Mexico and other countries. By 2002, 75 percent of all crop workers were from Mexico.

Ask: What do you think draws workers from Mexico to the United States? (Students may say the workers are looking for jobs, better pay, or a better way of life.)

The Circuit 531

Approaching Level

DIFFERENTIATED INSTRUCTION

Established Explain that many English words related to food come from Spanish. *Tortilla* and *carne con chile* (sometimes *chile con carne*) are examples of Spanish words commonly used in English. Have students suggest other food words they think might have a Spanish origin. (Students may mention taco, burrito, jalapeño,

salsa, guacamole, enchilada, fajita, and nacho.) Write their suggestions on the board, and ask students to describe the foods they named.

UNIT FOUR

Teach

Literary Element

1

Mood Students are likely to say that the narrator feels nervous and frustrated because English is not his first language. *Struggling for English words* hints at his feelings.

Reading Strategy

2

Make Predictions About Plot

Students are likely to say that the narrator will go back to explain why he didn't read before or ask the teacher for help.

Literary Element Practice

Mood Remind students that authors often try to influence readers' feelings. Review the last two paragraphs with students, discussing the word choices and the content. Ask students to identify sensory details as well as words and phrases that create a joyful and optimistic mood (*the sound gave me goose bumps, "I'll teach you how to play it during our lunch hours," hardly wait to get home, great news*).

Two hours later, around eight o'clock, I stood by the side of the road waiting for school bus number twenty. When it arrived I climbed in. Everyone was busy either talking or yelling. I sat in an empty seat in the back.

1

When the bus stopped in front of the school, I felt very nervous. I looked out the bus window and saw boys and girls carrying books under their arms. I put my hands in my pant pockets and walked to the principal's office. When I entered I heard a woman's voice say: "May I help you?" I was startled. I had not heard English for months. For a few seconds I remained speechless. I looked at the lady who waited for an answer. My first instinct was to answer her in Spanish, but I held back. Finally, after struggling for English words, I managed to tell her that I wanted to enroll in the sixth grade. After answering many questions, I was led to the classroom.

Mr. Lema, the sixth grade teacher, greeted me and assigned me a desk. He then introduced me to the class. I was so nervous and scared at that moment when everyone's eyes were on me that I wished I were with Papa and Roberto picking cotton. After taking roll, Mr. Lema gave the class the assignment for the first hour. "The first thing we have to do this morning is finish reading the story we began yesterday," he said enthusiastically. He walked up to me, handed me an English book, and asked me to read. "We are on page 125," he said politely. When I heard this, I felt my blood rush to my head; I felt dizzy. "Would you like to read?" he asked hesitantly. I opened the book to page 125. My mouth was dry. My eyes began to water. I could not begin. "You can read later," Mr. Lema said understandingly.

For the rest of the reading period I kept getting angrier and angrier with myself. I should have read, I thought to myself.

2

During recess I went into the restroom and opened my English book to page 125. I began to read in a low voice, pretending I was in class. There were many words I did not know. I closed the book and headed back to the classroom.

Vocabulary

hesitantly (hez'at ant le) *adv.* reluctantly or unwillingly

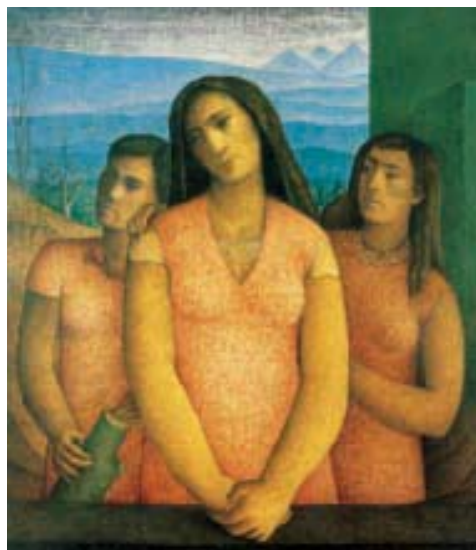
Mood How does Panchito feel? Which words hint at how he is feeling?

Make Predictions About Plot What do you think the narrator will do when he gets back to the classroom?

532 UNIT 4 What's Fair and What's Not?

Then, note that the author changes the mood immediately by describing the inside of the shack. The reader already knows the narrator's response to the packed boxes because a similar scene occurred at the beginning of the story. Now the reaction has an even stronger effect on the reader because Panchito is excited about being a child instead of working in the fields. Have students write

an alternate ending to the story. Encourage them to use sensory details to depict events and to choose words and phrases that create a specific mood.



Despedida, 1941. Hector Poleo. Oil on linen, 60 x 50 cm. Private Collection.

View the Art *Despedida* (des pə dē' də) means "departure" in Spanish. Does the mood of the painting remind you of anything in the story? Explain.

Mr. Lema was sitting at his desk correcting papers. When I entered he looked up at me and smiled. I felt better. I walked up to him and asked if he could help me with the new words. "Gladly," he said.

The rest of the month I spent my lunch hours working on English with Mr. Lema, my best friend at school.

One Friday during lunch hour Mr. Lema asked me to take a walk with him to the music room. "Do you like music?" he asked me as we entered the building.

"Yes, I like *corridos*,"¹⁶ I answered. He then picked up a trumpet, blew on it, and handed it to me. The sound gave me goose bumps. I knew that sound. I had heard it in many *corridos*. "How would you like to learn how to play it?" he asked. He must have read my face because before I could answer, he added: "I'll teach you how to play it during our lunch hours."

That day I could hardly wait to get home to tell Papa and Mama the great news. As I got off the bus, my little brothers and sisters ran up to meet me. They were yelling and screaming. I thought they were happy to see me, but when I opened the door to our shack, I saw that everything we owned was neatly packed in cardboard boxes. 📦

¹⁶ *Corridos* (kōr rē' dōs) are songs, especially slow, romantic ones.

UNIT FOUR

Teach

BQ BIG Question

Students are likely to say that the narrator feels angry, disappointed, and sad. His feelings are justified because it is unfair that he must move again just when he is beginning to like school and is looking forward to learning to play the trumpet.

View the Art

Venezuelan artist Hector Poleo (1918-1989) was influenced by the bold shapes in the paintings of Mexican muralists. He found inspiration in beauty and in the realities of modern life. **Say:** *Despedida* (des pə dē' də) means "departure" in Spanish. Does the mood of the painting remind you of anything in the story? Explain.

(Students may say it reminds them of the narrator's sadness at leaving the strawberry fields.)

BQ BIG Question

How do you think the narrator feels at the end of the story? Are his feelings justified? Why or why not?



To check students' understanding of the selection, see Unit 4 Teaching Resources, pp. 145–146.

Approaching Level

DIFFERENTIATED INSTRUCTION



Emerging Have students reread "The Circuit" up to the point where Panchito begins picking grapes. Suggest that students look for the most important events and details. Tell them to record the sequence of events in numbered boxes. Then have small groups discuss Panchito's reactions to or feelings about those events. Information such as the following might be included in the numbered boxes:

1. August; strawberry harvest is ending
2. narrator sees cardboard boxes
3. family packs car
4. family moves near Fresno
5. narrator has new home.
6. narrator, Papa, and Roberto start work

After You Read

Assess

Respond and Think Critically

Possible answers:

1. The narrator misses Ito, the bracero from Jalisco.
2. It is hot, sweaty work that lasts from dawn to after dark. Picking grapes is hard, exhausting work that causes the narrator's whole body to ache.
3. Students are likely to say that Mr. Lema understands Panchito's fears, recognizes his talents, and appreciates his determination.
4. "Circuit" refers to going around an area repeatedly. At the end of the story, Panchito is once again swept into the circuit of leaving, settling in, and leaving again.
5. Some students may say that "The Circuit" is better because it describes the pattern of Panchito's life. Others may feel that "Cardboard Boxes" is better because it represents packing and moving.
6. Students may say that it does support the saying because it is unfair that the narrator must leave just when he is settling in and starting to enjoy school.

Vocabulary Practice

1. a shy person
2. excited
3. an ice cream cone
4. a firecracker
5. a washing machine

Academic Vocabulary

Students should identify a time when they felt anticipation.

After You Read

Respond and Think Critically

1. What does the narrator miss when his family leaves the strawberry farm for Fresno? **[Recall]**
2. What is a day's work like on Mr. Sullivan's farm? **[Summarize]**
3. Why do you think Mr. Lema takes a special interest in Panchito? **[Infer]**
4. How is the ending of the story related to the title? **[Analyze]**
5. The original title of this story was "Cajas de cartón" ("Cardboard Boxes"). Do you prefer the original title or "The Circuit"? Explain. **[Evaluate]**
6. **BQ** **BIG Question** Do you think the story supports the saying "Life isn't fair"? Why or why not? **[Conclude]**

Vocabulary Practice

Respond to these questions.

1. Who would more likely speak **hesitantly**—an angry person or a shy person?
2. How would you feel if you **acquired** a million dollars—excited or unhappy?
3. Which would a person be **savoring**—a headache or an ice cream cone?
4. Which sound might make a person jump **instinctively**—a firecracker or a bird's song?
5. Which is more likely to produce a **drone**—a washing machine or a hammer?

Academic Vocabulary

When the grape season is over, Panchito thinks with **anticipation** about going to school. In the preceding sentence, *anticipation* means "a feeling of excited expectation." Think about a time when you looked forward to something with anticipation. What was it?

TIP

Analyzing

Here are some tips to help you answer question 4.

- Look up the word *circuit* in a dictionary. Think about which of the definitions might fit the events in the story.
- Explain how a circuit is like the way the family lives.
- Consider how the ending of the story reflects the way the family lives.

FOLDABLES Study Organizer

Keep track of your ideas about the **BIG Question** in your unit Foldable.

Literature Online

Selection Resources

For Selection Quizzes, eFlashcards, and Reading-Writing Connection activities, go to glencoe.com and enter QuickPass code GL19756u4.

534 UNIT 4 What's Fair and What's Not?

Progress Check

Can students comprehend vocabulary?

If...fewer than 2 answers are correct

Then...  Glencoe Interactive Vocabulary CD-ROM.

Literary Element Mood

1. Describe Mr. Sullivan's garage when the family first arrives. How does this description make you feel?
2. Read the following lines from the story: "After lunch we went back to work. The sun kept beating down. The buzzing insects, the wet sweat, and the hot dry dust made the afternoon seem to last forever." How would you describe the mood? What words create the mood of these lines?
3. Think about the details the author uses to create the mood. How do you think the author wants you to feel about the narrator?

Review: Style

As you learned on page 451, an author's **style** is his or her unique way of putting words and sentences together. **Diction**, an author's choice of words, is an important part of that style. The words the author uses can reveal how the author feels about a subject.

Although "The Circuit" is written in English, the author uses some Spanish words and phrases to show that the characters also speak Spanish. When you read the dialogue or thoughts of the characters, you "hear" their voices differently because of the Spanish words.

4. How does the author's use of Spanish words help you understand Panchito and his family?

Reading Strategy

Make Predictions About Plot

Test Skills Practice

5. Based on the events in the story, which sentence is the most logical prediction?
 - A. Panchito's family will not move.
 - B. Panchito will stay in Mr. Lema's class.
 - C. Panchito will not learn to play the trumpet this year.
 - D. Panchito's brother Roberto will teach him to play the drums.

Grammar Link

Independent and Dependent Clauses

A **clause** is a group of words that contains a subject and a predicate. An **independent clause** expresses a complete thought. It can stand alone. For example:

Everything was packed except
Mama's pot.

A **dependent clause** has a subject and a predicate, but it cannot stand alone as a sentence. For example:

As we drove away

A dependent clause depends on an independent clause to form a complete sentence. For example:

As we drove away, I felt a lump in
my throat.

Practice

Look for two sentences in "The Circuit" that have a dependent clause. Write the sentences. Underline the independent clause and circle the dependent clause in each sentence. Then write a sentence of your own that has a dependent clause.

Speaking and Listening

Speech What rights do workers have? Choose a topic from the following questions: Should workers have the right to go on strike? Should workers get health insurance and paid days off when they are sick? Should workers be forced to work under unsafe conditions? Write a persuasive speech supporting your opinion. Organize your main ideas for the greatest impact, using detailed evidence and visual displays effectively. Practice your speech, using pacing, intonation, and expression that will interest your audience. Incorporate gestures and body language that correspond to your words, and establish steady eye contact. Then present your speech to the class.

After You Read

Assess

Literary Element

1. The garage is worn out, has no windows, and was eaten by termites. It has a dirt floor and looks like a gray road map. Students are likely to say that the description makes them feel depressed.
2. The mood seems exhausting and miserable. The words *kept beating down*, *buzzing insects*, *wet sweat*, *hot dry dust*, and *last forever* create the mood.
3. The author wants you to feel compassion for Panchito.
4. The Spanish words help the reader understand Panchito and his family; they are far away from home.

Reading Strategy

5. C.

Grammar Link

Possible answers:

While we packed the breakfast dishes, Papa went outside to start the "Carcanchita"; Suddenly, I noticed Papa's face turn pale as he looked down the road.

Original sentences will vary but should contain an independent and a dependent clause.

Speaking and Listening

Speech Students' speeches about one of the given topics should express a clear opinion that is supported with details and evidence.

Focus

Summary

This selection profiles the migrant farm laborers who spread out across the U.S. in the summer and fall to pick fruits and vegetables. The author describes the labor of picking produce and provides insight on the workers’ migration patterns and living conditions. The selection focuses on the general experience of the worker; individuals are not profiled.

For summaries in languages other than English, see Unit 4 Teaching Resources, pp. 147–152.

Literary History

Photo-Essayists These authors both write and take photographs. Photo-essays cover real-life events and people; they are commonly published in magazines and newspapers. Discuss with students what the images add to the writing and vice versa.

Readability Scores

Dale-Chall: 5.2
DRP: 54
Lexile: 960



from
Harvest
by George Ancona

Learning Objectives

For pages 536–539

In studying this text, you will focus on the following objectives:

Reading: Making connections across literature.

Analyzing informational text.

Set a Purpose for Reading
Read to learn more about migrant workers, the subject of the short story “The Circuit.”

Build Background
Mexican immigrants have been coming to the United States to find agricultural work for more than 100 years. Many workers depend on this seasonal work for their yearly income.

Reading Skill Analyze Images
To **analyze images**, think about the way the photographs emphasize key points in the text and what messages they convey. Look for important details and determine how they add interest or meaning. As you read, choose an image to analyze. Use a three-column chart like the one below to analyze it.

Description of Image	Meaning of Image	Details That Give Clues to Meaning

These are the farm workers, called *campesinos* in Spanish, who have come to harvest¹ the crops that grow in the rich earth of the Salinas Valley.

Most farmworkers are migrant workers. They travel north from farm to farm harvesting the crops as they ripen. On the East Coast workers flow from Florida north to Maine. A central stream starts in Texas and moves up through the Mid-Western states. In the West the migration begins in southern California and goes north to the state of Washington.

Some workers find places to live in neighborhoods where people will rent them space in their home, their garage, or a trailer parked in the driveway. Farmers rent bunks in barracks near the fields. Workers without money sleep in

¹ To **harvest** is to gather a crop.

Reading Practice

Analyze Images Divide students into groups. Provide each group with a print advertisement for a popular product or media (e.g., food, a movie poster). Write the following questions on the board and tell groups to select a recorder to take down the group’s responses.

- What do you see? What are the parts of the ad?
- Who is the audience? What does the ad want people to feel?

- What does the ad suggest about the product? What values or status can you obtain by purchasing it?
- Is it a good ad? Is it persuasive? Why or why not?

Have each group present its advertisement to the class.

Make Connections As you discuss “The Harvest,” encourage students to describe, identify, analyze, and evaluate Ancona’s photographs in relation to “The Circuit.”

Ask: **How do these images improve your understanding of the “The Circuit?”** (Students should make connections between Ancona’s photographs and “The Circuit.”)

shanties,² in caves, or under bridges.

In northern California, vineyards drape the rolling hills. Table grapes must be harvested with great care because they are very delicate. The *campesinos* move up and down the rows with a long wheelbarrow that holds three Styrofoam boxes. Since the grapes ripen at different times, the pickers must search among the leaves to find the ripest grapes. They snip them off with small scissors and carefully place them into boxes. Once the boxes are

² **Shanties** are crude, poorly built huts or cabins.

filled, they take them to a packing shed where another worker cuts off any spoiled or imperfect grapes.

The grapes are then packed into cartons that are stacked onto a pallet.³ A forklift will lift the pallet onto a truck to take them to market.

Strawberry picking is stoop labor. A picker must work bent over all day. The best time to pick is early in the season when the plants have few leaves and you can see the berries. Later in the season the plants fill out

³ Here, a **pallet** is a movable platform for storing and transporting goods.



View the Photograph How does this photograph help you understand the expression “stoop labor”?

from Harvest PERSPECTIVE 537

English Learners

DIFFERENTIATED INSTRUCTION



Intermediate Ancona’s simple syntax and clear descriptions make this selection and ideal text for practicing reading fluency. Pair English Learners and have each partner take turns reading the paragraphs on the process of picking various fruits and vegetables; the listener should help the reader pronounce any unknown or misunderstood words.

Intermediate Discuss whether the term *campesino* has the same meaning and connotation in the United States as in Mexico.

Ask: Is the author’s definition similar to your understanding of the term? What synonyms might native English speakers use for *campesino*? You may want to ask students how the Spanish words *campesino* and *granjero* compare.

Visual Perspective



Teach

View the Art

Ask: How does this photograph help you picture what it is like to be a strawberry picker? (It shows the uncomfortable position in which the picker must stand, and by showing the many rows of strawberry plants, it gives us an idea of the amount of work that needs to be done.)

Ask students to think about how photographs support the story they accompany the next time they read a newspaper or magazine.

BQ BIG Question

Help students make connections to the Big Question by discussing what sacrifices migrant workers and their families must make to travel and work in this country. As you read, discuss with students whether migrant farm labor is fair to workers, farmers, and American consumers.

Teaching Note

Farm Workers Inform students that today’s farms are often very large and grow tens of thousands of plants for harvest. Farmers cannot harvest their crops alone without losing a majority of them to rot. Many farmers employ seasonal labor. With the help of farm workers, Americans are able to enjoy an abundance of fresh fruit and vegetables.

Teach

Reading Skill

Analyze Images Have students look carefully at each image on the page.

Ask: What do the photographs show that is not conveyed in the text?

(Students might mention the color and shape of the fruits and vegetables or the individual workers and their expressions as they work.)

For additional reading skill or strategy practice, see Unit 4 Teaching Resources, p. 153.

Writer's Technique

Focus Say: *Immigration and the use of foreign workers to pick crops or make food are controversial issues in America today. Does the author address these issues? (No.)*

Explain that the author observes and describes instead of providing his opinion about his subject. **Ask:** *Why do you think the author chose not to say what he thinks about the campesinos? (Possible response: He wants to focus on the people rather than the issue.)*

with leaves and the picker has to search for the hidden berries. A picker picks only the ripe strawberries, and leaves the others to ripen.

Artichokes grow tall. To harvest artichokes a campesino carries a large bag on his back. The men work in clusters, chatting as they walk up and down the rows of plants. With one hand that holds a short knife, a picker reaches for an artichoke, slices it off the plant, and tosses it over his shoulder into the bag. The men wear thick work gloves to protect their hands from the spiny leaves of the artichoke. When a picker's bag is full, he takes it to the waiting truck, where a man lifts the bag off his shoulders and dumps the artichokes.



Raspberries are not as hard to pick because the plants grow to the height of a person. But you still have to be careful because the canes have tiny sharp thorns. Most pickers wear gloves with cut-off fingers. A picker must be able to judge the ripeness of the fruit and pick only the ripe ones, leaving the others to ripen. A field can be harvested two or three times to get all the fruit. Around their waist pickers wear a belt that holds two buckets. When the buckets are full, the picker takes them to a small shed in the middle of the field. There the berries are packed into the plastic containers that are sold in the stores.

538 UNIT 4 What's Fair and What's Not?

Reading Practice

SPIRAL REVIEW **Draw Conclusions about the Author's Purpose** With the class, discuss what the author is trying to achieve. Ask the following questions, making sure students use details from the text to answer:

- What is the author's purpose? *(Students may say that it is to inform or educate.)*
- What is the author's attitude toward his subject? *(Possible response: He has positive*

feelings about it because he has chosen to write about it.)

- Who do you think is the audience? *(people who do not know campesinos or anything about them)*
- Why does the author refer to his subject matter as "workers" or "the migrant" rather than specifically identify workers? *(Possible responses: The workers are largely*

unknown to Americans; tens of thousands of workers live the life Ancona describes.)

Ask students whether the author thinks that the living and working conditions of migrant workers are fair or unfair.



Assess

Respond and Think Critically

Possible answers:

1. Migrant workers travel from farm to farm to pick crops such as grapes, berries, and artichokes. The work is hard and the days are long. At the end of summer they celebrate.
2. The picture shows a woman bent over at the waist picking berries.
3. Students may say that picking strawberries looks more difficult because the picker is stooping to reach low-growing plants. The artichoke picker is standing upright. Both jobs require careful picking by hand. They are different because the strawberry picker places berries in a box on the ground, and the artichoke picker throws the plant into the bag on his back.
4. Panchito probably wore a long-sleeved shirt, gloves, and a hat to protect him from the sun, like the man picking grapes in the picture. Panchito probably used tools like small scissors to cut the clusters and had to search for grapes.
5. The photographs show the places they work, the tools they use, and what they wear. Students may say that migrant workers are glad to have jobs even if the work is hard.
6. Students may say that the living and work conditions are unfair. Workers live in garages, trailers, barracks near fields, and even under bridges. Their work is tiring and hot. Some students may say that workers should receive enough pay to afford decent housing. Others may say that although the conditions are harsh, the work still gives workers more than they would have without it.



At the end of the summer the migrant center has a *fiesta*.⁴ A choral group of parents and children sings for the audience as dinner is served. It's a traditional Mexican meal of pozole, a stew of meat, corn, and chili. Then comes chicken with rice, beans, and tortillas.

⁴ A *fiesta* is a party.

After the meal two friends play and sing songs from the old country. They are quickly surrounded by families singing the familiar songs. There are many kisses and *abrazos*⁵ as the parents carry the sleepy children home.

⁵ *Abrazos* (ä brä' sōs) is the Spanish word for "hugs."

Respond and Think Critically

1. Summarize the work of a migrant farmer. For help with writing a summary, see page 170. [Summarize]
2. How does the photograph on page 536 help you understand how grapes are harvested? [Infer]
3. How do the photographs on pages 537 and 538 help you compare the work of a strawberry picker with the work of an artichoke picker? [Compare]
4. **Text to Text** Which details from *Harvest* help you understand the work that Panchito and his family do in "The Circuit"? How is Panchito's life like the lives of the people in the photo essay? [Connect]
5. **Reading Skill Analyze Images** How do the photographs help you understand the life of a migrant worker? How might migrant workers feel about their jobs?
6. **BQ BIG Question** Would you describe the living and working conditions of migrant workers as fair or unfair? Explain your answer. How might their lives be improved?

from *Harvest* PERSPECTIVE 539

Approaching Level

DIFFERENTIATED INSTRUCTION



Emerging Tell students that this article provides vivid descriptions as well as photographs of the fruits and vegetables harvested by farm workers. Pair students and have them create a four-column chart. At the top of each column have them write *grapes*, *strawberries*, *artichokes*, or *raspberries*. Then have them list

details from the article that describe each kind of produce below its name. For example, under *grapes*, they could write "delicate," "ripen at different times," and "packed into cartons." Then have students draw a sketch of each kind of produce above its name.

Before You Read

Focus

Bellringer Options

Daily Language Practice
Transparencies 113, 114

Ask: *What are some of the myths you know of?* Write some of the student responses on the board. Discuss the examples briefly. **Ask:** *Why do you think people created these myths? What was their purpose?* (Students should suggest that myths explained things people did not understand, such as the changing of the seasons.)

Vocabulary

Have students complete the following sentences with vocabulary words from the selection.

1. The book _____ her ideas on the subject. (*confirmed*)
2. _____ has benefited from medical research. (*Mankind*)
3. The _____ sound of the concert forced her to cover her ears with her hands. (*deafening*)
4. We reached a _____ about the guest list for the party. (*compromise*)
5. Our interesting conversations have been _____ new ideas in my mind. (*sowing*)



For additional context, see Glencoe Interactive Vocabulary CD-ROM.



For additional vocabulary practice, see Unit 4 Teaching Resources, p. 164.

Before You Read

Persephone

Connect to the Myth

How would you feel if something or someone you loved was taken away from you? What would you do?

Quickwrite Maybe you know someone who lost something important, or perhaps you have lost something yourself. Write about what it feels like to lose someone or something important.

Build Background

“Persephone” is a Greek myth about Demeter (dī mē’ tər), the goddess of the harvest, and her daughter, Persephone (pər sef’ ə nē). Other important gods and goddesses in this story include:

- Zeus (zōōs) is the supreme, or highest, god. He is ruler of the heavens and Earth. He is the brother of Demeter and Hades, and his chief weapon is a thunderbolt.
- Hades (hā’ dēz) is the god who rules the underworld, a place to which the dead go.
- Hermes (hur’ mēz) is the swift messenger of the gods. He is one of Zeus’s sons and is usually shown wearing winged sandals and a winged hat or cap.

Vocabulary

deafening (def’ ən ɪŋ) *adj.* very loud; earsplitting (p. 542).

The airplane made a deafening noise as it took off.

confirmed (kən furm’ d) *v.* established as true (p. 544).

The X-ray confirmed that Doug had broken his arm.

sowing (sō’ ɪŋ) *v.* spreading seeds over the ground so that they will grow (p. 544).

A planter is a machine used for sowing corn.

mankind (man’ kīnd) *n.* all human beings (p. 545).

The scientist’s invention will benefit mankind.

compromise (kəm’ prə mīz) *v.* to settle a disagreement by having each side give up something (p. 546).

The brother and sister agreed to compromise by sharing the last piece of cake.

Meet Alice Low

“Painting and ceramics were my first interests. I still sing in a local chorus. Travel stimulates, and many a line has come to me on a tennis court.”

—Alice Low

Teacher, Editor, Writer Alice Low is the author of many books, including picture books and a short story collection for young adults. Many of her books for younger readers have humorous plots and colorful characters. She has also written poetry and compiled Greek myths into a collection that can be clearly understood by a young audience. Low is also a writing teacher and an editor.

Literary Works Low’s young adult books include *At Jasper’s House* and *Kallie’s Corner*. “Persephone” comes from *The Macmillan Book of Greek Gods and Heroes*.

Alice Low was born in 1926.



Literature Online

Author Search For more about Alice Low, go to glencoe.com and enter QuickPass code GL19756u4.

540 UNIT 4 What’s Fair and What’s Not?

Approaching Level

DIFFERENTIATED INSTRUCTION



Emerging Divide the class into five small groups. Assign each group one of the selection vocabulary words. Have them create a picture illustrating the assigned word. Then each group should display their picture, and the other groups should attempt to guess the vocabulary word depicted in the drawing. After they guess, have students restate the words’ definitions.

Set Purposes for Reading

BQ BIG Question

As you read, ask yourself, how does Demeter deal with an unfair situation?

Literary Element Foreshadowing

Foreshadowing is the use of clues by an author to prepare readers for events that will happen in a story.

Foreshadowing involves readers in a story by creating a feeling of suspense, dread, or eager anticipation. It lets readers predict what will happen and encourages them to read further to find out.

As you read, ask yourself, what clues foreshadow events in the story?

Reading Strategy Activate Prior Knowledge

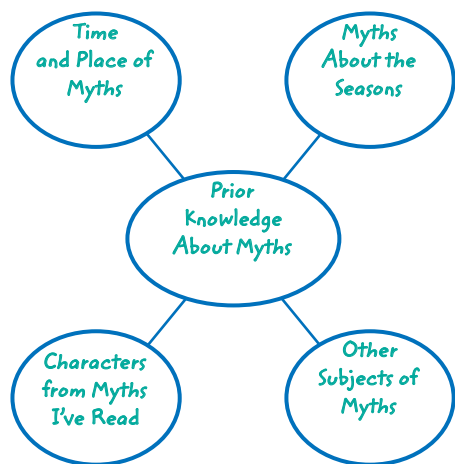
When you **activate prior knowledge**, you use what you already know to help you understand what you read. For example, think about what you already know about myths from reading "Arachne."

Activating prior knowledge can give meaning to what you read and make and confirm predictions of content, purpose, and organization.

To activate prior knowledge,

- recall what you already know about myths
- recall settings, characters, and lessons in myths you have read
- think about similar settings, characters, or lessons from your own life

You may find it helpful to use a graphic organizer like the one below.



Learning Objectives

For pages 540–548

In studying this text, you will focus on the following objectives:

Literary Study: Analyzing foreshadowing.

Reading: Activating prior knowledge.

TRY IT

Activate Prior Knowledge

You're getting ready for school. When you look out the window, you see that it is raining heavily. How will you use prior knowledge as you get dressed?

Before You Read

Focus

Summary

Persephone, the daughter of the harvest goddess Demeter, is kidnapped by Hades, the ruler of the underworld. When Demeter finds out what happened, she becomes so angry that she causes vegetation and livestock to suffer. Zeus intervenes, but because Persephone ate pomegranate seeds before leaving the underworld, she must spend part of the year with her mother and part in the underworld. When Persephone is in the underworld, her mother's sadness makes the world cold and lifeless.



For summaries in languages other than English, see Unit 4 Teaching Resources, pp. 156–161.

Literary Element

Foreshadowing Have students discuss the kinds of clues that foreshadow events in their own lives. **Say:** *If all your friends have mysterious plans the weekend of your birthday, that might foreshadow a surprise party for you.* Have students think of other examples.

Persephone 541

English Learners

DIFFERENTIATED INSTRUCTION



SMALL GROUP **Intermediate** Divide students into small groups. **Say:** *Michael buys a puppy but a few weeks later the puppy gets lost. Andre finds the puppy but does not know who it belongs to, so he starts taking care of it. A few months later, Michael finds out Andre has been*

raising the puppy. Both boys want to keep the dog because they care for it. How can they reach a compromise? Have each group work on solving the problem. Ask the groups to share their ideas and discuss the possible compromises as a class.

Reading Strategy

Activate Prior Knowledge Draw the graphic organizer on the board. Invite students to come up and write what they already know about myths.

TRY IT

You will take an umbrella and dress more warmly.

Teach

Reading Strategy

1

Activate Prior Knowledge She probably has power over the growth of crops.

For additional reading skill or strategy practice, see Unit 4 Teaching Resources, p. 163.

Literary Element

2

Foreshadowing The author has set up a perfect day and a “high-spirited” young woman who wanders away from her friends. These are hints that something may happen to her.

For additional literary element practice, see Unit 4 Teaching Resources, p. 162.

Teaching Note

African American Vernacular English

Remind students that the verb “was” is meant to be used with singular nouns and pronouns. In “She was the daughter of Demeter,” for example, *she* refers to only one person. However, in “Zeus and Hades was brothers” the subject of the sentence is plural. In standard English, the sentence would be “Zeus and Hades were brothers.”

For an audio recording of this selection, use Listening Library Audio CD-ROM.

Readability Scores

Dale-Chall: 5.5
DRP: 55
Lexile: 860

PERSEPHONE

ALICE LOW

1 Persephone was a high-spirited, sunny girl who loved springtime and flowers and running outdoors with her friends. She was the daughter of Demeter, goddess of the harvest, and she and her mother spent more time on earth than on Mount Olympus.¹

One bright day on earth Persephone was picking lilies and violets with her friends. She could not gather enough of them, though her basket was overflowing.

“Persephone, it is time to go home,” called her friends.

2 “Just one minute longer,” she called back. “I see the sweetest flower of all—a narcissus, I think. I must have one.” She wandered into a far corner of the meadow, and just as she was about to pick the narcissus, she heard a **deafening** noise. Suddenly the earth split open at her feet. Out dashed a golden chariot pulled by black horses and driven by a stern-faced man in black armor.

Persephone dropped her basket and started to run, but the driver grabbed her by the wrist. He pulled her into his chariot, which descended back into the earth as quickly as it had risen. Then the earth closed up after it.

Persephone screamed and wept, but her friends could not hear her. Though they searched for her everywhere, all they found was her basket, with a few crushed flowers lying next to it.

Down into the earth the chariot sped, through dark caverns and underground tunnels, while Persephone cried, “Who are you? Where are you taking me?”

“I am Hades, king of the underworld, and I am taking you there to be my bride.”

¹ **Mount Olympus** is a mountain in northeastern Greece. In Greek mythology, it was regarded as the home of the major gods and goddesses.

Vocabulary

deafening (def’ən ing) *adj.* very loud; earsplitting

542 UNIT 4 What’s Fair and What’s Not?

Grammar Practice

Dialogue Quotations often cause punctuation and mechanics problems for writers. Have students reread the dialogue on this page of the selection. **Say: Notice that the end punctuation marks—the commas and the periods—are placed inside the quotation marks. The first letter of each line of dialogue is capitalized. Each line of dialogue begins on a new, indented line so you can recognize at a glance that another character has begun**

to speak. Have students write a conversation of at least four or five lines between any two characters in the selection. Remind students to pay careful attention to the punctuation and other mechanics of the dialogue. Ask students to pair up and act out their dialogue for the rest of the class.

Activate Prior Knowledge

As goddess of the harvest, what natural processes might Demeter control or have power over?

Foreshadowing How has the author built suspense so far?



Pluto and Proserpine, 1914. Henry Bryson Burroughs. Oil on canvas, 24 × 36 1/4 in. National Academy Museum, NY.

"Take me back to my mother," screamed Persephone.
"Take me back."

"Never!" said Hades. "For I have fallen in love with you. Your sunny face and golden hair will light up my dark palace."

The chariot flew over the river Styx² where Charon,³ the boatman, was ferrying ghostly souls across the water. "Now we are at the gate to my kingdom," said Hades, as they landed next to the huge three-headed dog who guarded it.

Persephone shivered, and Hades said, "Oh, that is Cerberus.⁴ He guards the gate so that no live mortals enter and no souls of the dead escape. Nobody escapes from the underworld."

Persephone became speechless. Never escape from this terrible place full of pale, shadowy ghosts, wandering through stony fields full of pale, ghostly flowers!

Beautiful Persephone, who loved sunshine, became Hades' queen and sat on a cold throne in his cold palace. Hades gave her a gold crown and bright jewels, but her heart was like ice and she neither talked nor ate nor drank.

² **Styx** (stiks)

³ **Charon** (kār'ən)

⁴ **Cerberus** (sur' bər əs)

View the Art Pluto and Proserpine are the Latin names for Hades and Persephone. Does this painting include clues that foreshadow what will happen next?

3

Foreshadowing What effect does this strong statement create?



Persephone 543

UNIT FOUR

Teach

View the Art

Students may say that the painting shows Hades waiting for Persephone and that he will probably take her far away in his chariot.

Literary Element

3

Foreshadowing Because Hades' statement is so strong, it has the opposite effect: it gives the reader the idea that Persephone might be able to escape.

Language History

Narcissus In this myth, Narcissus is a beautiful man who falls in love with his own reflection in the water. He loves his image so much that he will not move from the spot and eventually dies. The flower that grows in the same spot is given his name—narcissus. Some sources claim this myth may be related to a Greek superstition that looking at your own reflection is bad luck. Today, the term *narcissist* is used to describe someone who is too self-absorbed.

English Learners

DIFFERENTIATED INSTRUCTION



Emerging Keeping track of the different characters who make appearances in this story can be a challenge. Encourage students to make a list of the different characters, the page number on which they first appear, and a few important details about each of them.

English Learners

DIFFERENTIATED INSTRUCTION



SMALL GROUP **Beginning** Students may be confused by the story's events. Have several students act out the events. After each scene, stop and ask for a volunteer to summarize what just happened in the story.

Teach

Reading Strategy

1

Activate Prior Knowledge Possible response: I know that when people are very sad, they often cannot eat, drink, or sleep the way they would normally.

Reading Strategy

2

Activate Prior Knowledge Possible response: In other myths I've read, angry gods have caused bad things to happen. I predict that Demeter will cause crops to fail.

Persephone's mother, Demeter, knew that something terrible had happened to her daughter. She alone had heard Persephone's screams, which had echoed through the mountains and over the sea.

Demeter left Olympus, disguised as an old woman, and wandered the earth for nine days and nine nights, searching for her daughter. She called to the mountains and rivers and sea, "Persephone, where are you? Come back. Come back." But there was never an answer. She did not weep, for goddesses do not cry, but her heart was heavy. **1** She could not eat or drink or rest, so deep was her grief.

Finally she reached a place called Eleusis, not far from the spot where Persephone had disappeared. There a prince named Triptolemus⁵ recognized her and told her this story: "Over a week ago, my brother was taking care of the royal pigs. He heard a thundering noise, and the earth opened up. Out rushed a chariot, driven by a grim-faced man. He grabbed a beautiful young girl and down into the earth they went. They were swallowed up, along with the pigs."

"That man must have been Hades," cried Demeter. "I fear that he has kidnapped my daughter."

Demeter hurried to the sun, Helios,⁶ who sees everything. And the sun **confirmed** Demeter's fears. Demeter cried, "Persephone, my gay lovely daughter, is imprisoned in the underworld, never again to see the light of day or the flowers of spring."

2 Then Demeter became stony and angry, and she caused the earth to suffer with her. The earth became cold and barren. Trees did not bear fruit, the grass withered and did not grow again, and the cattle died from hunger. A few men succeeded in plowing the hard earth and **sowing** seeds, but no shoots sprouted

⁵ *Triptolemus* (trip tol'ə məs)

⁶ *Helios* (hē'lē os)

Vocabulary

confirmed (kən furmd') v. established as true

sowing (sō'ing) v. spreading seeds over the ground so that they will grow

544 UNIT 4 What's Fair and What's Not?

Activate Prior Knowledge

How does your own experience help you understand how Demeter feels?

Activate Prior Knowledge

From what you know about characters in myths, what do you predict will happen as a result of Demeter's anger?



Writing Practice



Point of View Say: Authors use different points of view to tell their stories, and those different points of view affect the way the story is told. Imagine how different this selection would be if it were told by Demeter instead of by a narrator.

Discuss the differences as a class. Have students re-read Triptolemus's story to

Persephone. **Ask:** How would Triptolemus's brother tell the story? Would it be different from the way that this narrator tells it? Have students rewrite the story of Persephone's kidnapping from Triptolemus's brother's point of view. Ask students to share their writing with the rest of the class.

Teach

Literary Element

3

Foreshadowing It suggests that Persephone might eat something that will cause her to have to stay in the underworld.

Cultural History

Relatives In Greek myth, Persephone is not only the daughter of Demeter but also the daughter of Zeus. Hades, her kidnapper, is the brother of Zeus.

Ask: How might Zeus's relationships with both Persephone and Hades put him in a difficult situation? (He needs to find a compromise so that both his daughter and his brother will be happy with the results. Plus, as the head of all the gods, he has to uphold the rules.)

from them. It was a cruel year for **mankind**. If Demeter continued to withhold her blessings from the earth, people would perish from hunger.

Zeus begged Demeter to let the earth bear fruit again, but Demeter said, "The earth will never be green again. Not unless my daughter returns!"

Then Zeus knew that he must take action to save people from starvation. "I will see that Persephone returns," he told Demeter, "but only on one condition. She must not have eaten any of the food of the dead."

Zeus sent Hermes, messenger of the gods, down to the underworld to ask Hades for Persephone's release. When Persephone saw that Hermes had come to her home, she became lively and smiled and talked for the first time that year.

To her delight, Hades did not protest but said, "Go, my child. Although I love you, I cannot keep you here against Zeus's will. But you must eat a little something before you leave, to give you strength for your journey." Then he gave Persephone several seeds from a red **pomegranate**, which was the fruit eaten by the dead. He knew that if she ate even one, she would have to return to him.

Persephone ate four seeds quickly. Then she climbed into the golden chariot and waved good-bye. Hermes drove her to earth, to the temple where Demeter waited, and mother and daughter hugged and laughed and said they would never be parted again. Then Demeter remembered Zeus's warning and said, "I hope you did not eat anything while you were in the underworld."

"I was too sad to eat," said Persephone. "I didn't eat or drink all year."

"Not anything at all?" said Demeter.

"Oh, just a few little pomegranate seeds before I left," said Persephone. "Why do you ask?"

"Because, my dearest," cried Demeter, "if you have eaten any of the food of the dead, you must return to Hades."

Vocabulary

mankind (man'kind') *n.* all human beings

3

Foreshadowing How does this statement build suspense?

Visual Vocabulary

A **pomegranate** (pom'gran'it) is a round, golden-red fruit that contains many small seeds.



Persephone 545

Approaching Level

DIFFERENTIATED INSTRUCTION

Emerging Encourage students to outline the plot of the story so that they can more easily follow along with the events. For example, the list of plot points for this selection would include

- Demeter finds out that Persephone was kidnapped
- Zeus sends Hermes to retrieve Persephone
- Persephone eats seeds

Have students discuss how the main plot elements are linked.

English Learners

DIFFERENTIATED INSTRUCTION



Beginning Students may not fully understand the characters in the selection. On the board, write the name of a character, such as Persephone, and have students work in small groups to list the different physical and psychological characteristics she displays in this selection. Repeat the activity for the other main characters: Hades, Demeter, and Zeus.

UNIT FOUR

Teach

BQ BIG Question

Zeus knows that if Demeter loses her daughter permanently, she will make everyone suffer. Demeter and Hades will have to compromise if peace is to be restored.

Reading Strategy

1

Activate Prior Knowledge This myth explains why the seasons change.

To check students' understanding of the selection, see Unit 4 Teaching Resources, pp. 167–168.

View the Art

Frederic Leighton (1830–1896) was considered one of the best painters of his time. After one of his paintings was purchased by Queen Victoria, his style helped usher in a new artistic approach that used grand Greek myths to tell simpler stories. Right before his death, he became the first English painter to be made a baron.

Zeus heard the loud wails of Demeter and her daughter, and he decided to **compromise**. Persephone must spend just four months of each year in the underworld, one for each of the seeds she had eaten. The rest of the year she could be with her mother on earth.

1 That is why every year, for four months, the earth becomes cold and barren. Persephone is in the dark underworld and Demeter is overcome with grief.

And every year, when Persephone returns to earth, she brings spring with her. The earth is filled with flowers and fruits and grasses. And summer and fall, the seasons of growth and harvest, follow in their natural order. Every year Demeter and the whole earth rejoice that Persephone has returned. 🌸

Vocabulary

compromise (kom'prə mīz') *v.* to settle a disagreement by having each side give up something



BQ BIG Question

Why does Zeus feel that compromise is necessary?

Activate Prior Knowledge

What natural event does this myth explain?

The Return of Persephone, 1891. Frederic Leighton. Oil on canvas. Leeds Museums and Gallery, UK.

View the Art Which scene from the story does this painting show? How do you know?

546 UNIT 4 What's Fair and What's Not?



Writing Practice

Expository Essay Discuss with students the concept of a literary hero. **Ask:** **What are some qualities a fictional character must possess to be considered a hero?** Record their ideas on a word web. Then ask students to think about some fictional heroes they have encountered in movies, television, books, and so on. You may want to record their ideas on the board. Discuss how the characters show the qualities,

emphasizing that this is usually apparent through their thoughts and actions. Have students write essays in which they introduce the hero and then discuss the qualities that make him or her admirable.

After You Read

Assess
Respond and
Think Critically

Possible answers:

1. Hades wants her to be his bride.
2. Demeter is overcome with sadness. She searches throughout the world for her daughter. She finally learns from Triptolemus that a man abducted Persephone.
3. The Greeks noticed that the seasons occurred every year in the same order, so they created a myth to explain this phenomenon.
4. Demeter is the heroine because she does all she can to save her daughter.
5. The Greeks believed the gods controlled everything. Humans were subject to the will of the gods.
6. Persephone and Demeter are treated unjustly, but it is also unfair that all mankind suffers while Demeter is grieving. They compromise by agreeing that Persephone will spend four months of each year in the underworld.

Vocabulary Practice

1. crash of thunder
2. everyone voted for it
3. farmer
4. two people who disagree
5. children

Academic Vocabulary

The second meaning is “to present for the consideration or decision of another.” Both meanings have the sense of “giving” to someone, but the first means “to give way to a power or authority,” whereas the second means “to hand something to someone.”

After You Read

Respond and Think Critically

1. Why does Hades take Persephone to the underworld? [Recall]
2. How does Demeter react to the disappearance of Persephone? How does she finally learn what has happened to her daughter? [Summarize]
3. Why do you think the ancient Greeks created a myth to explain the four seasons? [Interpret]
4. Who is the hero or heroine of this story? What actions make this character heroic? [Analyze]
5. What did the ancient Greeks believe about the power of the gods and goddesses? What was the place of humans in this view of the world? [Infer]
6. **BQ** **BIG Question** Hades begins a chain of actions in this myth. Who is treated unjustly? How is compromise used to resolve the problem? [Evaluate]

Vocabulary Practice

Respond to these questions.

1. Which would you describe as a **deafening** sound—a crash of thunder or the meow of a cat?
2. Would you think a decision was **confirmed** if everyone voted against it or if everyone voted for it?
3. Who is more likely to be involved in **sowing**—a tailor or a farmer?
4. Who probably needs to **compromise**—two people who disagree or two people who agree?
5. Which beings are part of all **mankind**—children or dogs?

Academic Vocabulary

Demeter, Persephone, and Hades must **submit** to the will of Zeus. In the preceding sentence, *submit* means “give way or surrender to a power or an authority.” *Submit* also has other meanings. Example: Eva will **submit** her essay to the teacher. What do you think *submit* means in the preceding sentence? Compare the two meanings.

TIP

Inferring

When you infer, you use clues in the text and your own experiences to draw a conclusion.

- Think about the types of powers the gods and goddesses have. What limits do they have on their powers?
- Recall the role of humans in this story. What hurts or helps the people of ancient Greece?
- Use this information to draw a conclusion about the beliefs of the ancient Greeks.



Keep track of your ideas about the **BIG Question** in your unit Foldable.



Literature Online

Selection Resources

For Selection Quizzes, eFlashcards, and Reading-Writing Connection activities, go to glencoe.com and enter QuickPass code GL19756u4.

Persephone 547

Progress Check

Can students comprehend vocabulary?

If...fewer than 2 answers are correct

Then... Glencoe Interactive Vocabulary CD-ROM.

After You Read

Literary Element

1. Persephone's love of sunshine and the outdoors foreshadows her impending stay in the dark, cold underworld.
2. The cold and barren earth foreshadows what it will be like in the future, when Persephone spends four months in the underworld.
3. Students may respond that the Greeks did not have the scientific understanding of how Earth's position in space affects the seasons that we have today. They needed an explanation for the change in the seasons.
4. Students may suggest stories about Santa Claus or the Easter Bunny.

Reading Strategy

5. Students should relate "Persephone" to myths from other cultures and observe similarities such as mythical explanations for natural phenomena.
6. Students may mention Hades' ability to open up the earth and close it again. This may have activated prior knowledge about the power of gods and goddesses. Students may also mention that Zeus ordered Persephone to spend four months of each year in the underworld. This may have activated prior knowledge about the need for gods and goddesses to submit to the will of the head god.
7. Students should describe a personal experience with the seasons and relate it to "Persephone."
8. Students should describe a mother-daughter relationship with which they are familiar.

Literary Element Foreshadowing

1. What does the detail that Persephone loves sunshine and the outdoors foreshadow?
2. What do the details of Demeter's rage and its effects foreshadow?

Review: Myth

As you learned on page 406, a **myth** is a traditional story involving goddesses, gods, heroes, and supernatural forces. It attempts to explain a natural phenomenon, a historic event, or the origin of a belief or custom.

3. Most ancient Greeks believed that their myths were true. Why do you think they believed the myth of Persephone?
4. What myths do people believe in today? What myths, if any, do you believe in?

Reading Strategy

Activate Prior Knowledge

5. How did prior knowledge help you better understand the settings in "Persephone"?
6. How did prior knowledge about myths help you understand the actions of the gods and goddesses in "Persephone"? Find two examples of actions that made you recall what you already knew about myths.
7. How did your experiences with the seasons help you to understand this myth?
8. How did you use your own knowledge about or experience with mother-daughter relationships to gain greater understanding or meaning from this myth?

Grammar Link

Capitalization of Sentences It is important to capitalize the first letter of each word at the beginning of a sentence so readers can tell where one sentence ends and the next sentence begins. For example:

The boatman was ferrying
ghostly souls.

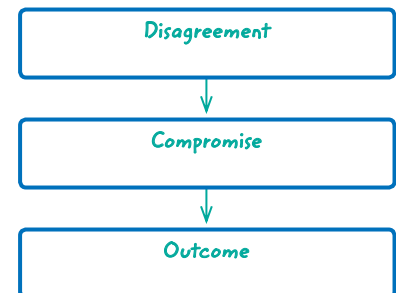
Practice Read the following sentences. Which words should be capitalized?

The underworld is an eerie place. it is guarded by a three-headed dog. pale, shadowy ghosts wander through stony fields. not even the flowers have color!

Speaking and Listening

Oral Report Think of a time in your life when you had to compromise. Prepare an oral report that tells the story of what happened. Use a graphic organizer like the one below to help you track your ideas. Organize your story clearly around key events. Make sure to explain the outcome, or end result, and tell what you learned.

Practice reading your report aloud fluently with appropriate pacing and intonation. Match your expression and gestures to your purpose—are you trying to be serious or lighthearted? Establish eye contact with your audience and use pictures, drawings, or technology as appropriate during your delivery.



548 UNIT 4 What's Fair and What's Not?

Grammar Link

Students should capitalize the first letter of each word that begins a sentence: *It, Pale, Not*

Speaking and Listening

Oral Report Students' reports should contain the following information:

- events that led up to a situation that required a compromise
- details that explain the compromise and its outcome
- the outcome and an explanation of what was learned from the compromise

Focus

Bellringer Options

Daily Language Practice
Transparencies 115, 116

Or ask students whether they have ever had to choose between a group and an individual. Ask: **Would you have one person killed in order to ensure the safety of many people? If a group bullied someone you didn't really know, would you go along with it? Why or why not?** Have students discuss their responses. Ask: **How does what is fair change depending on the situation?**

Literary Element

Setting Ask: **What is our setting right now? (A classroom) How does being here shape your behavior? What do you feel and think in this setting?**

Reading Skill

Compare and Contrast Ask students to think about a place that they know well. Ask: **How is it like or different from the classroom? How do you act and feel in each place? (Students should compare and contrast the two settings.**

Comparing Literature

The Flying Machine and All Summer in a Day

BQ BIG Question

As you read these two short stories, ask yourself, are the flying man in "The Flying Machine" and Margot in "All Summer in a Day" treated fairly by the other characters?

Literary Element Setting

You've learned that the **setting** of a story is the time and place in which the story occurs. Pay attention to how the setting contributes to the mood and how it influences the problem and resolution in each story.

Reading Skill Compare and Contrast

You compare and contrast almost every day. When you compare, you look for similarities. When you contrast, you look for differences. For example, you might want to compare and contrast two football teams before a game. You might think about how the players, the coaches, and the plays they use are alike and how they are different. You could use this information to predict which team is more likely to win.

You can better understand literature when you compare and contrast literary elements, such as setting and characters. On the following pages, you'll compare and contrast the settings of "The Flying Machine" and "All Summer in a Day." Use a comparison chart like the one below to record details about the settings.

	"The Flying Machine"	"All Summer in a Day"
Time and Place		
Effect on the Story		

Learning Objectives

For pages 549–565

In studying these texts, you will focus on the following objectives:

Literary Study: Analyzing setting.

Reading: Comparing and contrasting characters.

Writing: Writing a response to literature.

Meet Ray Bradbury



Ray Bradbury is best known for his chilling science fiction and fantasy stories. In his writing, he often warns against the dangers of uncontrolled technology. Bradbury's popular novels include *The Martian Chronicles* and *Fahrenheit 451*.

Ray Bradbury was born in 1920.



Literature Online

Author Search For more about Ray Bradbury, go to glencoe.com and enter QuickPass code GL19756u4.

English Learners

DIFFERENTIATED INSTRUCTION



Partners Intermediate English learners may not be familiar with Ray Bradbury, but thanks to movies and TV they almost certainly know some conventions of science fiction. Mention titles such as *Star Wars*; *Star Trek*; *E.T.*; *Jurassic Park*; *The War of the Worlds*; *A.I.*; and *I, Robot*. Ask what these movies have in common. Students may mention characteristics such as these:

- a futuristic or different world
- revolutionary technology or technology that somehow takes over
- contact with alien life forms
- space travel
- machines that act like humans
- struggles of good and evil

Explain that science-fiction films grew out of science fiction books and that Ray Bradbury is one of the genre's best-known writers. Tell them to look for some of these characteristics in the stories that they are about to read.

Teach

Comparing Literature

1

This story is set in China in the year A.D. 400. The land is green, and it is harvest time. The land is ruled by an emperor who has a great deal of power. The people are at peace because of their land's prosperity.

Cultural History

The Wei Dynasty Though Bradbury's Emperor Yuan is fictional, he has much in common with the real-life rulers of the Wei dynasty, who were in power at the time this story takes place. Like Yuan, they enjoyed great wealth and luxury. They also made efforts to control the truth by changing names and revising historical accounts to hide the dynasty's humble origins. Finally, like Bradbury's Emperor, they did not hesitate to use violence to achieve their goals. Under Wei rulers, thousands of Chinese citizens were murdered or forcibly relocated.



For an audio recording of this selection, use Listening Library Audio CD-ROM.

Readability Scores

Dale-Chall: 5.5
DRP: 48
Lexile: 790



Orchard Around the Great Wall. Chen Jia Qi. Red Lantern Folk Art, Mukashi Collection, Beijing.

THE FLYING MACHINE

Ray Bradbury

1

In the year A.D. 400, the Emperor Yuan held his throne by the Great Wall of China,¹ and the land was green with rain, readying itself toward the harvest, at peace, the people in his dominion² neither too happy nor too sad.

Early on the morning of the first day of the first week of the second month of the new year, the Emperor Yuan was sipping tea and fanning himself against a warm

Comparing Literature List the details of the setting on your comparison chart. How do you think the setting might affect the characters in this story?

¹ The **Great Wall of China** is a massive wall about thirty feet high and twenty feet wide that took many centuries to construct. It was designed as a defense against Mongol horsemen. Today it extends 3,750 miles.

² **Dominion** refers to the territory or country under the authority of a particular ruler or government.

550 UNIT 4 What's Fair and What's Not?

Reading Practice



Predict Ask: From the title of this story and what you know about Ray Bradbury, did you expect the story to begin like this? Why or why not? (Students may say that this beginning is a surprise because the title seems to describe more recent technology, and Bradbury is known for science fiction.) **Now** that you have this important new information

about the setting, what do you think will happen in the story? Why? (Students should give reasons for their predictions.)

breeze when a servant ran across the scarlet and blue garden tiles, calling, "Oh, Emperor, Emperor, a miracle!"

"Yes," said the Emperor, "the air *is* sweet this morning."

"No, no, a miracle!" said the servant, bowing quickly.

"And this tea is good in my mouth, surely that is a miracle."

"No, no, Your Excellency."

"Let me guess then—the sun has risen and a new day is upon us. Or the sea is blue. *That* now is the finest of all miracles."

"Excellency, a man is flying!"

"What?" The Emperor stopped his fan.

"I saw him in the air, a man flying with wings. I heard a voice call out of the sky, and when I looked up, there he was, a dragon in the heavens with a man in its mouth, a dragon of paper and bamboo, colored like the sun and the grass."

"It is early," said the Emperor, "and you have just wakened from a dream."

"It is early, but I have seen what I have seen! Come, and you will see it too."

"Sit down with me here," said the Emperor. "Drink some tea. It must be a strange thing, if it is true, to see a man fly. You must have time to think of it, even as I must have time to prepare myself for the sight."

They drank tea.

"Please," said the servant at last, "or he will be gone."

The Emperor rose thoughtfully. "Now you may show me what you have seen."

They walked into a garden, across a meadow of grass, over a small bridge, through a grove of trees, and up a tiny hill.

"There!" said the servant.

The Emperor looked into the sky.

And in the sky, laughing so high that you could hardly hear him laugh, was a man; and the man was clothed in bright papers and reeds to make wings and a beautiful yellow tail, and he was soaring all about like

2

Comparing Literature

How do these details help you visualize the setting?

Comparing Literature

Teach

Teaching Note

APPROACHING Say: The Emperor seems to have a humble definition of *miracle*. He appreciates simple pleasures, such as tea and the sunrise. Do you agree with this definition? What simple pleasures seem like miracles to you? (Students should say whether they agree with the Emperor and give examples of small daily miracles.)

Comparing Literature

2

Students should say that these details give an idea of the size and beauty of the Emperor's land.

COMPARING LITERATURE 551

English Learners

DIFFERENTIATED INSTRUCTION



Beginning The servant's description of the flying machine is poetic and fanciful. **Ask:** What colors would something "colored like the sun and the grass" be? (gold and green) Is there literally a dragon in the heavens with a

man in its mouth? (No; this is a metaphor. The machine is shaped like a flying dragon. The man sits inside.)

Teach

Cultural History

Dragons The dragon is an important symbol in Chinese art. Depictions of dragons had numerous meanings conveyed by details such as the scales, the shape of the head, and the tail. Chinese emperors were closely associated with dragons; a five-clawed dragon represented the Emperor. Sometimes emperors were even called dragons. **Say: If Emperor Yuan is used to being a dragon, how might he react to a stranger appearing in a machine that looks like a dragon? (He might see it as treason or think that the stranger is stealing his rights.)**

Comparing Literature

1

The Great Wall protects the Chinese people from their enemies. It is a constant visual reminder of the hordes that threaten the Chinese people.



How Can One Know, 1984.
Hsu Soo Ming.

the largest bird in a universe of birds, like a new dragon in a land of ancient dragons.

The man called down to them from high in the cool winds of morning, "I fly, I fly!"

The servant waved to him. "Yes, yes!"

The Emperor Yuan did not move. Instead he looked at the Great Wall of China now taking shape out of the farthest mist in the green hills, that splendid snake of stones which writhed³ with majesty across the entire land. That wonderful wall which had protected them for a timeless time from enemy hordes⁴ and preserved peace for years without number. He saw the town, nestled to itself by a river and a road and a hill, beginning to waken.

"Tell me," he said to his servant, "has anyone else seen this flying man?"

"I am the only one, Excellency," said the servant, smiling at the sky, waving.

The Emperor watched the heavens another minute and then said, "Call him down to me."

³ **Writhed** means "moved the body with a twisting or turning motion, as in great pain."

⁴ **Hordes** are large groups or crowds.

Comparing Literature What is the purpose of the Great Wall of China? Why is it an important part of the setting?

552 UNIT 4 What's Fair and What's Not?



Writing Practice



Descriptive Writing **Say:** Imagine you had never heard of an airplane or a rocket ship. What other technologies might not exist? If you wanted to fly, how would you do it? What tools and materials would you use to build a flying machine? What would it look like? How would it work?

Have students write a one- or two-paragraph description of their flying machine. Challenge students to use at least one metaphor in their description.

"Ho, come down, come down! The Emperor wishes to see you!" called the servant, hands cupped to his shouting mouth.

The Emperor glanced in all directions while the flying man soared down the morning wind. He saw a farmer, early in his fields, watching the sky, and he noted where the farmer stood.

The flying man alit⁵ with a rustle of paper and a creak of bamboo reeds. He came proudly to the Emperor, clumsy in his rig, at last bowing before the old man.

"What have you done?" demanded the Emperor.

"I have flown in the sky, Your Excellency," replied the man.

"What *have* you done?" said the Emperor again.

"I have just told you!" cried the flier.

"You have told me nothing at all." The Emperor reached out a thin hand to touch the pretty paper and the birdlike **keel** of the apparatus.⁶ It smelled cool, of the wind.

"Is it not beautiful, Excellency?"

"Yes, too beautiful."

"It is the only one in the world!" smiled the man.

"And I am the inventor."

"The *only* one in the world?"

"I swear it!"

"Who else knows of this?"

"No one. Not even my wife, who would think me mad with the sun. She thought I was making a kite. I rose in the night and walked to the cliffs far away. And when the morning breezes blew and the sun rose, I gathered my courage, Excellency, and leaped from the cliff. I flew! But my wife does not know of it."

"Well for her, then," said the Emperor. "Come along."

They walked back to the great house. The sun was full in the sky now, and the smell of the grass was refreshing. The Emperor, the servant, and the flier paused within the huge garden.

⁵ Here, *alit* means "landed." It is a past-tense form of *alight*.

⁶ An *apparatus* is something created or invented for a particular purpose.

2

Comparing Literature

How might the impact of the flying machine be different if the story were set in a different time?

Visual Vocabulary

On a boat or plane, the **keel** is the main piece of timber or steel that runs lengthwise along the bottom and supports the rest of the frame.



Teach

Comparing Literature

2

The impact of the flying machine would not be as great if the story were set in a more modern time in which there are air balloons, helicopters, and airplanes.

English Learners

DIFFERENTIATED INSTRUCTION

Partners **Intermediate** English learners may miss the ominous tone of the Emperor's words in this exchange. Have them pair up and read the dialogue between the flying man and the Emperor up to "Well for her, then." Point out the italics in some of the Emperor's lines (such as "What *have* you done?"). Explain that italics in

dialogue often show emphasis. Ask why the Emperor might want to emphasize these words. Point out that the Emperor often speaks in short phrases and sentence fragments. Ask why he might not be saying more. (*He is holding something back. He may be waiting to make his final judgment until he knows more.*)

Teach

Literary History

Humans and Technology Many seemingly useful human inventions have had hidden dangers or unplanned consequences. Humans' complicated relationship with their own technology is a theme that appears in literature again and again. Students who enjoy this theme may wish to read more of Bradbury's work as well as Mary Shelley's *Frankenstein*. Films with this theme include *Modern Times*, *Metropolis*, *The Man in the White Suit*, and *Edward Scissorhands*.

Comparing Literature

1

Executing someone for his invention would be questioned and fought if the setting were a more modern place and time.

1

The Emperor clapped his hands. "Ho, guards!"
The guards came running.
"Hold this man."
The guards seized the flier.
"Call the executioner," said the Emperor.
"What's this!" cried the flier, bewildered. "What have I done?" He began to weep, so that the beautiful paper apparatus rustled.
"Here is the man who has made a certain machine," said the Emperor, "and yet asks us what he has created. He does not know himself. It is only necessary that he create, without knowing why he has done so, or what this thing will do."
The executioner came running with a sharp silver ax. He stood with his naked, large-muscled arms ready, his face covered with a serene⁷ white mask.
"One moment," said the Emperor. He turned to a nearby table upon which sat a machine that he himself had created. The Emperor took a tiny golden key from his own neck. He fitted this key to the tiny, delicate machine and wound it up. Then he set the machine going.
The machine was a garden of metal and jewels. Set in motion, birds sang in tiny metal trees, wolves walked through miniature forests, and tiny people ran in and out of sun and shadow, fanning themselves with miniature fans, listening to the tiny emerald birds, and standing by impossibly small but tinkling fountains.
"Is it not beautiful?" said the Emperor. "If you asked me what I have done here, I could answer you well. I have made birds sing, I have made forests murmur, I have set people to walking in this woodland, enjoying the leaves and shadows and songs. That is what I have done."
"But, oh, Emperor!" pleaded the flier, on his knees, the tears pouring down his face. "I have done a similar thing! I have found beauty. I have flown on the morning wind. I have looked down on all the sleeping houses and gardens. I have smelled the sea and and even *seen*

⁷ Something that is **serene** is calm, peaceful, or undisturbed.

Comparing Literature How does the action here depend on the setting?

554 UNIT 4 What's Fair and What's Not?

Literary Element Practice



Conflict Conflict is the most important element of a plot. Several conflicts are at work in "The Flying Machine." Some are literal; some are symbolic. Have students make a list of the conflicts in the story. Possible conflicts include these:

- the flying man vs. the Emperor
- the Emperor's desire to be fair vs. his desire to protect the Empire

- the life of one man vs. the safety of many
- humans vs. technology
- freedom vs. security

Ask: Which of these conflicts could take place only in this particular setting? (*The flying man's conflict with the Emperor and the Emperor's clashing desires for fairness and protection depend on this setting.*)

Teach

Comparing Literature

2

The author wants readers to feel the beauty and freedom of flight. The details show that the flying man values beauty and freedom.

ADVANCED Remind students that the theme is the main message in a piece of writing. When the Emperor says, "There are times . . . when one must lose a little beauty if one is to keep what little beauty one already has," he states one possible theme of this story. **Ask:** **What are some other possible themes? They may not all be stated so directly.** (Possible themes: *Those in power must constrain others' freedom for the sake of order. Ignorance often triumphs over beauty. The individual has no hope against the state.*) **Do you think Bradbury agrees with what the Emperor says here? Why or why not?**

Comparing Literature Why does the author include these details? What do they reveal about the flying man?

2



Quang Hsing, Manchu Dynasty. Artist unknown. Metropolitan Museum of Art, NY.

it, beyond the hills,
from my high place.
And I have soared like
a bird; oh, I cannot say
how beautiful it is up
there, in the sky, with
the wind about me,
the wind blowing me
here like a feather,
there like a fan, the
way the sky smells in
the morning! And
how free one feels!
That is beautiful,
Emperor, *that is*
beautiful too!"

"Yes," said the
Emperor sadly, "I
know it must be true.
For I felt my heart
move with you in the
air and I wondered:
What is it like? How
does it feel? How do
the distant pools
look from so high?

And how my houses
and servants? Like ants? And how the distant towns not
yet awake?"

"Then spare me!"

"But there are times," said the Emperor, more sadly
still, "when one must lose a little beauty if one is to
keep what little beauty one already has. I do not fear
you, yourself, but I fear another man."

"What man?"

"Some other man who, seeing you, will build a thing
of bright papers and bamboo like this. But the other
man will have an evil face and an evil heart, and the
beauty will be gone. It is this man I fear."

COMPARING LITERATURE 555

Approaching Level

DIFFERENTIATED INSTRUCTION



Emerging Have students compare and contrast the Emperor's and the flying man's definitions of beauty. How is the Emperor's tiny machine similar to what the flying man saw from the sky? How is it different? Guide students to recognize that the Emperor prefers the security of a world

he can control over the freedom of a world he cannot control. **Ask:** **Do you think the Emperor is truly safe? Why or why not?** (No, because if the flying man could invent such a machine, other people probably could too.)

Teach

Comparing Literature

1

It darkens the mood and contrasts with previous descriptions, which emphasized beauty and peace.

ADVANCED Ask: *Why do you think Bradbury refers to the Emperor as “the old man”? (Possible answer: Bradbury is suggesting that the Emperor’s fear of change and the way he clings to tradition make him psychologically old.)*

Comparing Literature

2

The emperor wants to protect the peace and beauty of the land. The Great Wall helps protect the country from invaders who come by land, but it would be useless against invaders who come by air.

APPROACHING Remind students that the Great Wall represents centuries of effort to keep out invaders.

Literary Element Practice

SYMBOLISM The Emperor’s tiny garden is an important symbol in this story. Guide students to understand what it might stand for. **Ask:**

- Why does the Emperor close his eyes when he sees the miniature birds? (*Perhaps the idea of flight is now painful.*)

“Why? Why?”

“Who is to say that someday just such a man, in just such an apparatus of paper and reed, might not fly in the sky and drop huge stones upon the Great Wall of China?” said the Emperor.

No one moved or said a word.

“Off with his head,” said the Emperor.

The executioner whirled his silver ax.

“Burn the kite and the inventor’s body and bury their ashes together,” said the Emperor.

The servants retreated to obey.

The Emperor turned to his hand-servant, who had seen the man flying. “Hold your tongue. It was all a dream, a most sorrowful and beautiful dream. And that farmer in the distant field who also saw, tell him it would pay him to consider it only a vision. If ever the word passes around, you and the farmer die within the hour.”

“You are merciful, Emperor.”

“No, not merciful,” said the old man. Beyond the garden wall he saw the guards burning the beautiful machine of paper and reeds that smelled of the morning wind. He saw the dark smoke climb into the sky. “No, only very much bewildered and afraid.” He saw the guards digging a tiny pit wherein to bury the ashes. “What is the life of one man against those of a million others? I must take solace⁸ from that thought.”

He took the key from its chain about his neck and once more wound up the beautiful miniature garden. He stood looking out across the land at the Great Wall, the peaceful town, the green fields, the rivers and streams. He sighed. The tiny garden whirled its hidden and delicate machinery and set itself in motion; tiny people walked in forests, tiny foxes loped through sun-speckled glades in beautiful shining pelts, and among the tiny trees flew little bits of high song and bright blue and yellow color, flying, flying, flying in that small sky.

“Oh,” said the Emperor, closing his eyes, “look at the birds, look at the birds!” 🐦

⁸ **Solace** means “comfort or relief from sorrow.”

Comparing Literature How does this description of the burning of the machine affect the mood of the story? How does it compare with previous descriptions of the setting?

Comparing Literature How does this description of the setting help you understand the emperor’s decision?

- What might it signify that his garden is so much smaller than the real world? (*He has chosen a narrower life. He is limiting his own experience and that of everyone in the empire. Also, though he looks down on the garden much as the flying man looked down on the world, it does not make him feel free.*)
- What might the miniature garden represent? (*It might symbolize the Emperor’s false sense of control over his world or the security of China.*)

All Summer in a Day

Ray Bradbury



Baby's a Supernova.
Scot Frei.

"READY?"

"Ready."

"Now?"

"Soon."

"Do the scientists really know? Will it happen today, will it?"

"Look, look; see for yourself!"

The children pressed to each other like so many roses, so many weeds, intermixed, peering out for a look at the hidden sun.

It rained.

It had been raining for seven years; thousand upon thousands of days compounded and filled from one end to the other with rain, with the drum and gush of water, with the sweet crystal fall of showers and the

Teach

Writer's Technique

Foreshadowing Tell students that authors use foreshadowing to prepare readers for events that will happen in a story. Point out the title. **Ask:** **What do you think this title means? What clues might it provide about the story?** Suggest that students consider how the title foreshadows events as they read the story.

Teaching Note

Venus This science fiction story is set on Venus. The planet Venus is surrounded by thick, dense clouds of sulfuric acid that cause acid rain. In this story, humans live on Venus, where Bradbury imagines there is nearly constant rain.

Readability Scores

Dale-Chall: 8.6

DRP: 51

Lexile: 950

English Learners

DIFFERENTIATED INSTRUCTION



Beginning Words such as *gush*, *drum*, *concussion*, and *crushed* evoke the ceaseless sound of the rain. Have students say each of these words. **Ask:** **What do these words have in common?** (*the short u sound; the sh sound in all but drum*) **Do these words sound like**

rain to you? What other words sound like rain? (*Students may suggest words such as pour, patter, or pound.*)

Comparing Literature

Comparing Literature

1

The story is set in the future on a colony on the planet Venus.

APPROACHING Ask: **How do you know this story takes place in the future?** (*Humans don't currently have civilizations on other planets.*)

Comparing Literature

2

They cannot remember a time when it wasn't raining, and they can't remember what the sun looks like. They probably dream about going outside and playing in the sun.

1

concussion¹ of storms so heavy they were tidal waves come over the islands. A thousand forests had been crushed under the rain and grown up a thousand times to be crushed again. And this was the way life was forever on the planet Venus, and this was the schoolroom of the children of the rocket men and women who had come to a raining world to set up civilization and live out their lives.

"It's stopping, it's stopping!"

"Yes, yes!"

Margot stood apart from them, from these children who could never remember a time when there wasn't rain and rain and rain. They were all nine years old, and if there had been a day, seven years ago, when the sun came out for an hour and showed its face to the stunned world, they could not recall. Sometimes, at night, she heard them stir, in remembrance, and she knew they were dreaming and remembering gold or a yellow crayon or a coin large enough to buy the world with. She knew they thought they remembered a warmth, like a blushing in the face, in the body, in the arms and legs and trembling hands. But then they always awoke to the tating drum, the endless shaking down of clear bead necklaces upon the roof, the walk, the gardens, the forests, and their dreams were gone.

All day yesterday they had read in class about the sun. About how like a lemon it was, and how hot. And they had written small stories or essays or poems about it:

*I think the sun is a flower,
That blooms for just one hour.*

That was Margot's poem, read in a quiet voice in the still classroom while the rain was falling outside.

"Aw, you didn't write that!" protested one of the boys.

"I did," said Margot. "I *did*."

"William!" said the teacher.

But that was yesterday. Now the rain was slackening,²

¹ Here, **concussion** refers to a violent shaking or pounding.

² When the rain was **slackening**, it was beginning to stop.

Comparing Literature List the details of the setting on your comparison chart. What is the time and place of the story?

Comparing Literature How does the setting affect the children's lives?

Reading Practice



Monitor Comprehension Details mean a lot in Bradbury's stories. Remind students to monitor their comprehension as they read, absorbing details of both setting and characters' behavior. Provide a pad of sticky notes. Encourage students to use them to mark places where they have questions.



Writing Practice

Illustrated Poem Explain that people typically spend little time thinking about commonplace things in their lives—such as the sun. Ask students to spend some time making a list of words that describe the sun. Suggest that they use those words to write poems about the star that lights and warms the earth. Remind students that poets choose their words very carefully to express their meaning. They also organize words on the page to give a poem a particular look. When we read a poem, we

listen for sounds and try to picture the images in our minds. Once students complete their poems, ask them to illustrate the poems with drawings, photographs, or other images that capture the poems' essence. Ask volunteers to read them aloud. You may want to display them on a bulletin board.



Young Woman Under an Arch, 1886.
Odilon Redon. ©Christie's Images.

and the children were crushed in the great thick windows.

"Where's teacher?"

"She'll be back."

"She'd better hurry, we'll miss it!"

They turned on themselves, like a feverish wheel, all tumbling spokes.

Margot stood alone. She was a very frail girl who looked as if she had been lost in the rain for years and the rain had washed out the blue from her eyes and the red from her mouth and the yellow from her hair. She was an old photograph dusted from an album, whitened away, and if she spoke at all her voice would be a ghost. Now she stood, separate, staring at the rain and the loud wet world beyond the huge glass.

"What're *you* looking at?" said William.

Margot said nothing.

"Speak when you're

spoken to." He gave her a shove. But she did not move; rather she let herself be moved only by him and nothing else.

They edged away from her, they would not look at her. She felt them go away. And this was because she would play no games with them in the echoing tunnels of the underground city. If they tagged her and ran, she stood blinking after them and did not follow.

View the Art Does the person in this painting remind you of Margot? Why or why not?

3

Comparing Literature

What new information do you learn about Venus? How might this affect the characters?

Comparing Literature

Teach

Comparing Literature

3

The people in the colony live in an underground city connected by tunnels. They probably do not go outside very often.

View the Art

Students may say that the girl in the painting reminds them of Margot because she is by herself and looks lonely. Other students may say that the girl in the painting does not resemble the description of Margot in the story as a frail girl with yellow hair.

Approaching Level

DIFFERENTIATED INSTRUCTION



Emerging Say: Why do you think Margot does not want to play games with the other children? (She feels like an outsider because she can remember the sun. She misses it so badly that she can think of little else. Her unhappiness defines her.) **Do you feel sorry for Margot? Or do you identify more with the other**

children, who think she cares too much about the sun? Why? (Students should give reasons for their answers.) **Say:** This story is partly about how we treat people who are different. What do you think would be a fair way to treat Margot?

Teach

Comparing Literature

1

Five years ago, Margot arrived on Venus from Ohio on the planet Earth. She remembers the color and warmth of the sun on Earth, and this makes the other children jealous.

ADVANCED Ask: Does knowing that Margot is from a place as familiar as Ohio make you feel different about her? Why or why not? (Students will probably say that it makes them more sympathetic toward her.)

When the class sang songs about happiness and life and games her lips barely moved. Only when they sang about the sun and the summer did her lips move as she watched the drenched windows.

And then, of course, the biggest crime of all was that she had come here only five years ago from Earth, and she remembered the sun and the way the sun was and the sky was when she was four in Ohio. And they, they had been on Venus all their lives, and they had been only two years old when last the sun came out and had long since forgotten the color and heat of it and the way it really was. But Margot remembered.

"It's like a penny," she said once, eyes closed.

"No it's not!" the children cried.

"It's like a fire," she said, "in the stove."

"You're lying, you don't remember!" cried the children.

But she remembered and stood quietly apart from all of them and watched the patterning windows. And once, a month ago, she had refused to shower in the school shower rooms, had clutched her hands to her ears and over her head, screaming the water mustn't touch her head. So after that, dimly, dimly, she sensed it, she was different and they knew her difference and kept away.

There was talk that her father and mother were taking her back to Earth next year; it seemed vital³ to her that they do so, though it would mean the loss of thousands of dollars to her family. And so, the children hated her for all these reasons of big and little consequence.⁴ They hated her pale snow face, her waiting silence, her thinness, and her possible future.

"Get away!" The boy gave her another push.

"What're you waiting for?"

Then, for the first time, she turned and looked at him. And what she was waiting for was in her eyes.

"Well, don't wait around here!" cried the boy savagely. "You won't see nothing!"

³ Something that is **vital** is very important.

⁴ **Consequence** is the effect something has.

Comparing Literature What details do you learn about Earth? How do these details help explain the way the other children feel about Margot?

560 UNIT 4 What's Fair and What's Not?



Writing Practice

Science Fiction Say: Science fiction usually takes place in futuristic settings. Invite students to speculate about life in the future on another planet. Will humans still look the same? How will they dress? How will they speak? How will they adapt to this new setting?

Invite students to write one or two paragraphs describing a futuristic world. Some students may wish to illustrate their paragraphs or to expand them into short stories.

Teach

Literary History

Science Fiction Although this popular literary genre is generally set in the future, often its real subject is how humans are coping with technology and society in the present. Not surprisingly, science fiction grew out of the Industrial Revolution. Early masters included writers such as Jules Verne (*Five Weeks in a Balloon*), H. G. Wells (*The Time Machine*; *The War of the Worlds*), Aldous Huxley (*Brave New World*), Edgar Rice Burroughs (*Under the Moons of Mars*), and H. P. Lovecraft (*Necronomicon*). Students who enjoy Bradbury's work may want to read the work of his predecessors in the genre. They may also enjoy Isaac Asimov, Robert Heinlein, and Arthur C. Clarke. Science fiction may be especially appropriate for reluctant readers.



Sunrise, 1887. George Inness. Oil on canvas. Brooklyn Museum of Art, NY.

Her lips moved.

"Nothing!" he cried. "It was all a joke, wasn't it?" He turned to the other children. "Nothing's happening today. Is it?"

They all blinked at him and then, understanding, laughed and shook their heads. "Nothing, nothing!"

"Oh, but," Margot whispered, her eyes helpless. "But this is the day, the scientists predict, they say, they *know*, the sun . . ."

"All a joke!" said the boy, and seized her roughly.

"Hey, everyone, let's put her in a closet before teacher comes!"

"No," said Margot, falling back.

They surged⁵ about her, caught her up and bore her, protesting, and then pleading, and then crying, back into a tunnel, a room, a closet, where they slammed and locked the door. They stood looking at the door and saw it tremble from her beating and throwing herself against it. They heard her muffled cries. Then, smiling, they turned and went out and back down the tunnel, just as the teacher arrived.

⁵ When the children **surged**, they pushed or moved forward with a force like a wave.

English Learners

DIFFERENTIATED INSTRUCTION



Intermediate Make sure English learners understand the action in this section of the story. Have them summarize

- why the children resent Margot
- why the boy tells Margot there won't be sun
- why the class goes along with it
- why and how they lock her in the closet
- why the teacher doesn't notice that Margot is missing

Teach

Comparing Literature

1

The children are used to hearing the constant pounding of the rain. The silence sounds strange and scary to them at first.

Comparing Literature

2

The sun is “flaming bronze.” The sky is “a blazing blue tile color.” The jungle “burned with sunlight.”

“Ready, children?” She glanced at her watch.

“Yes!” said everyone.

“Are we all here?”

“Yes!”

The rain slackened still more.

They crowded to the huge door.

The rain stopped.

It was as if, in the midst of a film concerning an avalanche, a tornado, a hurricane, a volcanic eruption, something had, first, gone wrong with the sound apparatus,⁶ thus muffling and finally cutting off all noise, all of the blasts and repercussions⁷ and thunders, and then, second, ripped the film from the projector and inserted in its place a peaceful tropical slide which did not move or tremor. The world ground to a standstill. The silence was so immense and unbelievable that you felt your ears had been stuffed or you had lost your hearing altogether. The children put their hands to their ears. They stood apart. The door slid back and the smell of the silent, waiting world came in to them.

The sun came out.

It was the color of flaming bronze and it was very large. And the sky around it was a blazing blue tile color. And the jungle burned with sunlight as the children, released from their spell, rushed out, yelling, into the springtime.

“Now, don’t go too far,” called the teacher after them. “You’ve only two hours, you know. You wouldn’t want to get caught out!”

But they were running and turning their faces up to the sky and feeling the sun on their cheeks like a warm iron; they were taking off their jackets and letting the sun burn their arms.

“Oh, it’s better than the sun lamps, isn’t it?”

“Much, much better!”

They stopped running and stood in the great jungle

Comparing Literature What role does sound play in the setting? How does it affect the children?

Comparing Literature Which details emphasize the change in setting?

⁶ An **apparatus** is something created or invented for a particular purpose.

⁷ Here, **repercussions** are echoes or vibrations.

Listening and Speaking Practice

Make the Setting Real Have students do photo research to find images that look the way they imagine the jungles of Venus, the constant rain, the underground tunnels, and the moment when the sun appears. Some students may wish to draw these images. To re-create the setting, cover the classroom windows with gray paper. Have students duplicate the sounds of heavy

rain by first tapping their fingers lightly on their desks, then drumming their fingers, then slapping their thighs rapidly, then drumming their feet on the floor. **Say:** *Imagine living in a world that always sounded like this. Would you react the way Margot does? Would you react the way the other children do? Why?*

that covered Venus, that grew and never stopped growing, tumultuously,⁸ even as you watched it. It was a nest of **octopi**, clustering up great arms of fleshlike weed, wavering, flowering in this brief spring. It was the color of rubber and ash, this jungle, from the many years without sun. It was the color of stones and white cheeses and ink, and it was the color of the moon.

The children lay out, laughing, on the jungle mattress, and heard it sigh and squeak under them, resilient⁹ and alive. They ran among the trees, they slipped and fell, they pushed each other, they played hide-and-seek and tag, but most of all they squinted at the sun until tears ran down their faces, they put their hands up to that yellowness and that amazing blueness and breathed of the fresh, fresh air and listened and listened to the silence which suspended them in a blessed sea of no sound and no motion. They looked at everything and savored everything. Then, wildly, like animals escaped from their caves, they ran and ran in shouting circles. They ran for an hour and did not stop running.

And then—
In the midst of their running one of the girls wailed. Everyone stopped.
The girl, standing in the open, held out her hand. “Oh, look, look,” she said, trembling.
They came slowly to look at her opened palm.
In the center of it, cupped and huge, was a single raindrop.

She began to cry, looking at it.
They glanced quietly at the sky.
“Oh. Oh.”
A few cold drops fell on their noses and their cheeks and their mouths. The sun faded behind a stir of mist. A wind blew cool around them. They turned and started to walk back toward the underground house, their hands at their sides, their smiles vanishing away.

⁸ **Tumultuously** means “in a wildly excited or confused way.”

⁹ Something that is **resilient** is capable of springing back into position after being bent, stretched, or pressed together.

Visual Vocabulary

Octopi is the plural of *octopus*, which is a sea animal with eight tentacles, or arms.



3 Comparing Literature Why is this a significant detail? How is the setting affected by it?

Comparing Literature

Teach

Comparing Literature

3

The girl begins to cry. She now knows what she has been missing with the absence of the sun. She feels sad to lose the sun’s warmth.

Vocabulary

Say: To **savor** something is to take great pleasure in it, paying attention to every sensation. You might savor a delicious meal, an afternoon with friends, or a favorite song. **Ask:** Would you savor a cool breeze on a scorching day or simply enjoy it? (*savor*)

COMPARING LITERATURE 563

Approaching Level

DIFFERENTIATED INSTRUCTION

Established To help students understand the behavior of the children in the sun, ask them to think about the most special place they have ever been. **Say:** Did you want to make that time last forever? How did you feel

when it ended? Have you ever been back to that place? How do you feel now about that setting? Encourage students to connect their memories to the experience of the children.

English Learners

DIFFERENTIATED INSTRUCTION

Intermediate **Say:** Now that the rain is starting again, you can hear it in Bradbury’s language. What words and phrases in this scene sound like a rainstorm?

- drops
- boom
- tumbled
- tons and avalanches

Have students say these words aloud.

Teach

Comparing Literature

1

The weather is ceaselessly loud. The silence behind the door, unlike the silence of the sunlight, does not evoke happiness; instead, it shows that Margot has stopped struggling.

APPROACHING **Ask:** *Why has Margot stopped struggling?* (Either she is exhausted or she has given up. She knows she has missed her chance to see what she wanted to see more than anything else.)

A boom of thunder startled them and like leaves before a new hurricane, they tumbled upon each other and ran. Lightning struck ten miles away, five miles away, a mile, a half mile. The sky darkened into midnight in a flash.

They stood in the doorway of the underground for a moment until it was raining hard. Then they closed the door and heard the gigantic sound of the rain falling in tons and avalanches, everywhere and forever.

"Will it be seven more years?"

"Yes. Seven."

Then one of them gave a little cry.

"Margot!"

"What?"

"She's still in the closet where we locked her."

"Margot."

They stood as if someone had driven them, like so many stakes, into the floor. They looked at each other and then looked away. They glanced out at the world that was raining now and raining and raining steadily. They could not meet each other's glances. Their faces were solemn and pale. They looked at their hands and feet, their faces down.

"Margot."

One of the girls said, "Well . . . ?"

No one moved.

"Go on," whispered the girl.

They walked slowly down the hall in the sound of cold rain. They turned through the doorway to the room in the sound of the storm and thunder, lightning on their faces, blue and terrible. They walked over to the closet door slowly and stood by it.

Behind the closet door was only silence.

They unlocked the door, even more slowly, and let Margot out. 🐾

Comparing Literature How does silence inside the closet contrast with the weather outside?

1

564 UNIT 4 What's Fair and What's Not?

Reading Practice

Analyze Setting and Theme **Ask:** *Could this story take place anywhere else? Why or why not?* (No; it doesn't rain like this on Earth, so the setting has to be another planet.) **How does the setting affect the characters?** (It makes Margot horribly sad and homesick. It keeps the others from understanding her

and allows them to feel justified in treating her unfairly.) Guide students in moving from analyzing the setting to analyzing the theme. **Ask:** *What might the author be saying about how we treat people who are different?* (When we don't understand someone, it is easier to be unfair or mean to that person.)

How does the setting help the author convey this theme? (Though Margot and the others have their age in common, their different origins and experiences divide them. It takes the common experience of sunlight for them to understand her.)

Assess

BQ BIG Question

Possible answers:

- The flying man creates an amazing invention that other people have never dreamed of. Margot has experienced the warmth of the sun on Earth, which makes her different.
- The emperor wants to protect his land, but he regrets ordering the death of the flying man. The children act out of jealousy and cruelty, but they are ashamed in the end.
- Both stories show that fear and jealousy can lead to unfair treatment of others.

Literary Element

1. The setting of "The Flying Machine" is near the Great Wall of China in A.D. 400. The land is peaceful and prosperous. The setting of "All Summer in a Day" is in the future on a colony on Venus, where the sun appears once every seven years.
2. Both stories occur in distant times and places. Both contain objects of protection that shield people from outside forces. Both settings show the beauty of nature. Both settings prompt some characters to dream of something better and some characters to act cruelly.

For additional assessment, see Assessment Resources, pp. 129–130.

Comparing Literature

BQ BIG Question

Now use the unit Big Question to compare and contrast "The Flying Machine" and "All Summer in a Day." With a group of classmates, discuss questions such as

- What makes the flying man and Margot different from the people around them?
- Why do Margot's schoolmates and the emperor act the way they do? How do they feel about their actions during the middle of each story and at the end?
- What lesson does each story teach about fairness?

Support each answer with evidence from the stories.

Literary Element Setting

Use the details you wrote in your comparison chart to think about the settings in "The Flying Machine" and "All Summer in a Day." With a partner, answer the following questions.

1. In what ways are the settings different in "The Flying Machine" and "All Summer in a Day"? Discuss specific details concerning the times, places, moods, or any other ways that the two settings differ.
2. In what ways are the settings similar? For example, think about how the settings influence the choices the characters make or how the settings change within the story. Consider other details from the settings that are similar as well.

Write to Compare

Write a critique that compares and contrasts the effectiveness of the settings in "The Flying Machine" and "All Summer in a Day." Remember to answer questions about the texts such as *How? Why? How well?* You might focus on these ideas as you write.

- Decide what main point the author is making in each story and how the setting influences the plot.
- Tell how the details about the settings affect the feelings and actions of the characters. Consider the emperor, the flying man, Margot, and the other children.
- Include details about the settings that determine whether the characters' choices are fair or unfair.

Writing Tip

Organization Before you begin, think about how you will organize your writing. One way is to discuss all your points about one story first. Then discuss all of your points about the second story. Or you might want to first discuss all the ways that both stories are similar and then discuss all the ways they are different.

Literature Online

Selection Resources
For Selection Quizzes, eFlashcards, and Reading-Writing Connection activities, go to glencoe.com and enter QuickPass code GL19756u4.

COMPARING LITERATURE 565

Writing Practice

Write to Compare Students' paragraphs should include the following:

- details about the time and place of each story
- details about how the specific settings influence the characters' actions
- details that support the students' opinions of whether the characters' actions were fair or unfair
- an explanation of how the settings' similarities and differences affect their responses to the two stories
- a logical organization of the ideas

Persuasive Essay

Focus

In this workshop, students will write and present a persuasive essay. They will follow the steps of the writing process, including prewriting, drafting, revising, and editing and proofreading. The workshop also includes mini-lessons on voice and parallelism.

Teach

Writing Plan

You may want to use a think-aloud model to help students through the process of organizing their writing. Describe to them the steps you would take if you were doing the writing assignment yourself.

Learning Objectives

For pages 566–571

In this workshop, you will focus on the following objective:

Writing: Writing a persuasive essay using the writing process.

Writing Plan

- Present a clear argument in the introduction.
- Organize the relevant evidence for the argument in the most persuasive order.
- Address possible reader concerns and counterarguments.
- Express strong feelings with precise and vivid language.
- Conclude by summarizing the argument and asking readers to take action.

Prewriting Tip

Organization Use your strongest argument to begin or end your persuasive essay.

Literature Online

Writing and Research For prewriting, drafting, and revising tools, go to glencoe.com and enter QuickPass code GL19756u4.

Persuasive Essay

In this workshop, you will write a persuasive essay that will help you think about the Unit 4 Big Question: What's fair and what's not?

Review the writing prompt, or assignment, below. Then read the Writing Plan. It will tell you what you will do to write your persuasive essay.

Writing Assignment

Write a persuasive essay about a problem you think is unfair, and persuade your readers to take a specific action. The audience, those reading your essay, will be your classmates and teacher.

Prewrite

Think about issues of unfairness presented in the selections in this unit. What solutions are offered to these problems?

Gather Ideas

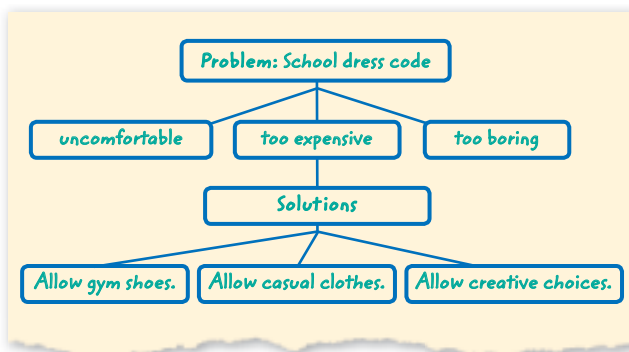
Write down some problems you feel strongly about. Ask yourself,

- What is unfair about each problem?
- Do I feel strongly about the problems?
- Can I do anything about the problems?

Choose a Topic

Review the list you made. Then choose the problem you care most about. Think about practical and realistic solutions.

Partner Talk Work with a partner to make an idea tree that shows the problem and possible solutions.



Workshop Resources

Print

- Unit 4 Teaching Resources
- Writing Resources Book
- Writing Constructed Responses Booklet
- Real Success in Writing Research Reports Booklet
- Grammar and Language Workbook ATE
- Grammar and Composition Teacher Guide
- Grammar and Writing Transparencies

Technology

- Glencoe Online Essay Grader, glencoe.com
- Literature Online: Writing Resources, glencoe.com

Get Organized

Draft a position statement—your argument. Define the problem and tell why it is unfair. Write down pros, or points that support your argument. Then write down cons, or counterarguments. A pro might be “Jeans and gym shoes are more comfortable than dressy clothes.” A con might be “Casual clothes encourage students to be too relaxed about studying.”

Use your position statement and list of pros and cons to create an outline of your essay.

Draft

Organize your ideas and add more details to your writing. Use the following skills to develop your draft.

Get It on Paper

- Review your outline.
- Open with your position statement, or argument.
- For each body paragraph, write a topic sentence that supports your argument. Add a sentence to support the topic sentence and a sentence to address any counterargument.
- End your essay by summarizing your argument (the points in your topic sentences). Finally, ask your readers to take the specific action required.
- Don't worry about paragraphs, spelling, grammar, or punctuation right now.
- When you're finished, read what you've written. Include more information if you need to.

Develop Your Draft

1. State your **argument** clearly in the introduction.

Our dress code is unfair and needs to be changed.

2. **Organize** your supporting evidence, beginning or ending with your strongest point.

The most important reason the dress code is unfair is that the clothes are uncomfortable and may even be dangerous, such as Dustin's shoes.

Drafting Tip

Appeals Use at least two appeals—to logic, emotion, or authority—to support your argument. Appeals to logic rely on facts and reasoning. Appeals to emotion often include anecdotes. Appeals to authority use the audience's respect for another person who shares the view of the author.

Persuasive Essay

Teach

BQ BIG Question

Help students make a connection between the Big Question and a persuasive essay. Explain that one way to bring about change is to write a persuasive essay in which you ask for change.

Draft

Point out to students that this is a first draft. Their goal should be to write a position statement and the supporting arguments for it. Have them use an outline to organize their arguments.

English Learners

DIFFERENTIATED INSTRUCTION

Intermediate Before students begin their outlines, review with them the terms used in discussing a persuasive essay—*position statement*, *argument*, *pros*, *cons*, and *call to action*. A position statement states the writer's point of view. Pros and cons

are points that support or oppose the writer's argument, respectively. Stress the importance of addressing counterarguments in a persuasive essay. Then write a shell outline on the board for students to model.

Approaching Level

DIFFERENTIATED INSTRUCTION

Established Have students pair up to read editorials from a local newspaper or newspapers. Have students work together to identify the position statement, the supporting evidence, and the call to action.

Persuasive Essay

Teach

Draft

Tell students that they should include two or more pieces of supporting evidence if they can. Point out that they should think of a counterargument for each piece of supporting evidence.

Writing Skill

Apply Good Writing Traits: Voice

The writer is expressing sadness and sympathy for the boy who will not go to school. His writing style shows that he is an emotional person who is affected by what is happening.

Cultural History

Uniforms Throughout history, various groups of people have dressed in uniform. For example, soldiers have worn military uniforms for hundreds of years, although the uniforms have changed over time. **Ask:** *What are some of the reasons soldiers wear uniforms today? What do you think would happen if they wore something other than uniforms?*

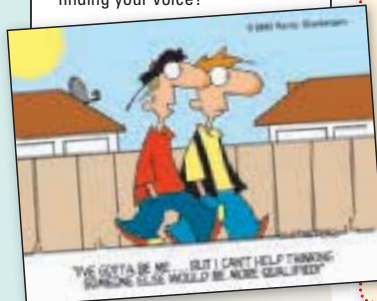
TRY IT

Answers will vary, but students may say that “I’ve gotta be me” expresses the boy’s desire to be himself and that finding your writing voice is learning to sound like yourself in writing, or to write in the style in which you speak.

TRY IT

Analyzing Cartoons

With a partner, decide what the boy means when he says, “I’ve gotta be me.” What does his statement have to do with finding your voice?



3. Use **counterarguments** to tell why you disagree.

Some people might say that blue jeans and gym shoes are just as expensive as dress clothes. That may be true, but they last a long time and are easy to clean.

4. State your points using **strong, specific words**.

The pants itch and the shoes pinch.

5. End with a **summary of your argument** and a **call to action**.

The current dress code makes students uncomfortable, is expensive, and doesn't let us express who we really are. Also, it can be harmful to our health. Write the principal to convince him to make jeans and gym shoes part of the school dress code.

Apply Good Writing Traits: Voice

Your writer’s voice is the words you use and the way you put them together. Your voice reflects your thoughts and personality and makes your writing more interesting to read.

Read the sentences below from “The Circuit” by Francisco Jiménez. What idea is the writer expressing? What does his writing style tell you about his personality?

I did not want to look up and face him.
I knew he was sad. He was not going to school today.

The sound gave me goose bumps. I knew that sound.

As you draft your essay, read it aloud. Ask yourself, does the reader get to know the real me?

568 **UNIT 4** What’s Fair and What’s Not?



Writing Practice



Call to Action Remind students that a persuasive essay should end with a call to action. Point out that the call to action needs to be clear and specific so that readers will know what to do. **Ask:** *What verb does the writer in the draft use to call readers to action? What does she ask them to do?* (write) Have students work in small groups and brainstorm to develop a list of verbs that they can use in a call

to action. (write, call, contact, visit) Then have them make a list of synonyms for *convince* and *persuade*. (urge, talk into, encourage, sway, influence) Students can use these words in writing the call to action or letter.

Analyze a Student Model

We missed Dustin Barnes at our class party last Friday. He sprained his ankle during recess and was in the emergency room until midnight. Dustin's street shoes didn't give him enough traction while he was running, and he slipped and fell. If he'd been allowed to wear gym shoes, this wouldn't have happened. Our dress code is unfair and needs to be changed.

The most important reason the dress code is unfair is that the clothes are uncomfortable and may even be dangerous, such as Dustin's shoes. The pants itch and the shoes pinch. According to our principal, the dress code helps students pay attention to their schoolwork rather than to one another's clothes. I disagree because we can't focus on our books when we're miserable.

The second reason the dress code is unfair is that dress clothes are expensive. Many students' families don't have money to spend for clothes that are only worn at school. Some people might say that blue jeans and gym shoes are just as expensive as dress clothes. That may be true, but they last a long time, are easy to clean, and can be worn outside of school too.

Finally, wearing the same clothes as everyone else makes students feel like robots. It's boring to see the same outfits all the time. Students should be allowed to express themselves by choosing their own clothes. School officials who don't think we're able to make that decision need to let us prove we can be responsible in our choices.

The situation is clear. The current dress code makes students uncomfortable, is expensive, and doesn't let us express who we really are. Also, it can be harmful to our health. Write the principal to convince him to make jeans and gym shoes part of the school dress code. Do it now, before another student gets hurt.

Argument

Notice how the writer clearly states a position about the school dress code in the first paragraph.

Organization

Order your points from most to least important—like this writer does—or the other way around.

Counterarguments

Imagine what people who don't agree with you would say and have answers for their counterargument.

Precise and Vivid Language

Use strong, specific words. Comparing students to robots gives the reader a negative picture of people behaving like machines.

Summary and Call to Action

Conclude by summarizing the points of your argument and telling readers exactly what they should do.

Writing Workshop

Persuasive Essay

Teach

Writing Skill

Analyze a Student Model Have students work in small groups to analyze the student model together. For each call-out, have them identify the sentence or sentences that meet the criteria and discuss how each sentence achieves its goal.

Writer's Technique

Voice Have students pay attention to the writer's voice in the student model. **Ask:** What kind of person is the writer? Is he or she a reasonable person? Does he or she make a reasonable request? Have students reread the first paragraph. **Ask:** What technique does the writer use to make a point in the first paragraph? (He or she tells a story.) Do you think this technique will have an effect on the reader?

Approaching Level

DIFFERENTIATED INSTRUCTION

Emerging Provide time for students to analyze their drafts. Have them look closely at the following features of their essays and evaluate how well they have done: argument, organization, counterarguments, summary, and call to action. Then have them review their drafts for precise and vivid

language. Tell them to make changes directly on the draft if they notice something that they can improve.

English Learners

DIFFERENTIATED INSTRUCTION

Beginning Some English learners may have difficulty understanding the concept expressed by the word *analyze*. Explain that *analyze* means "to look at something carefully in order to understand it better." Point out that to analyze the model essay as a whole, students should study and understand what is involved in each of its parts.

Persuasive Essay

Teach

Revise

After students have reviewed a partner's draft, have them read their own drafts again before looking at the comments about them. Then have them go through each of the comments and make decisions about how to improve their essays. Explain that they may want to go through the revision process more than one time to make sure that their essays are well-written.

Writing Skill

Denotation and Connotation Have students reread their drafts after they have completed the main revisions, looking for specific words that could be changed to express their intended meanings more accurately.



Revising Tip

Denotation and Connotation
Some words that have nearly the same dictionary meaning, or denotation, can have different connotations, or the emotional feelings associated with the words. *Boring*, for example, has a stronger and more negative connotation than *dull*. Carefully choose words to express your intended meaning.

Revise

Now it's time to revise your draft so your ideas really shine. Revising is what makes good writing great, and great writing takes work!

Peer Review Trade drafts with a partner. Use the chart below to review your partner's draft by answering the questions in the *What to do* column. Talk about your peer review after you have glanced at each other's drafts and have written the answers to the questions. Next, follow the suggestions in the *How to do it* column to revise your draft.

Revising Plan

What to do	How to do it	Example
Can readers tell right away what the problem is and how you feel about it?	Make sure to state your argument clearly and completely at the beginning of your essay.	<i>Our dress code is unfair,[^] and it needs to be changed.</i>
Are your points organized to have the greatest impact on readers?	Use transitional words or phrases to show the order of importance.	<i>The second reason[^] is that the dress code is unfair. [^]The dress code is unfair is that dress clothes are expensive.</i>
Have you effectively answered differing points of view?	Prepare reasonable answers in response to counterarguments.	<i>According to our principal, the dress code helps students pay attention to their schoolwork rather than to one another's clothes.[^] I disagree, because we can't focus on our books when we're miserable.</i>
Do your words express your ideas vividly and in your own voice?	Read your essay aloud and choose words that reflect your thoughts and personality.	<i>Finally, wearing the same clothes as everyone else makes students feel generic[^] like robots.</i>
Do readers know your main arguments and what you want people to do?	Summarize your argument and tell readers exactly what action to take.	<i>Write the principal[^] to convince him to make jeans and gym shoes part of the school dress code.</i>



Writing Practice

Review Discuss with students the importance of reviewing a piece of writing before deciding that it is finished. Encourage them to read their essays aloud. Tell them to think about whether the arguments and counterarguments are clearly written and whether the call to action is effective. Tell them to make sure their thoughts are well-organized and easy for the reader to follow.

Edit and Proofread

For your final draft, read your essay one sentence at a time. Use the proofreading symbols in the chart inside the back cover of this book to mark needed changes. Then make corrections.

Grammar Focus: Parallelism

A good way to emphasize your points and make them memorable is to use parallel structure. Parallel structure is the repeating of words, phrases, or sentences that are similar in meaning and structure. Below are examples of problems with parallelism from the Workshop Model and their solutions.

Problem: The following ideas are similar but are structured differently.

Example A:

The pants itch and our feet will be pinched in the shoes.

Solution: Create similar structures—in this case, subjects followed by present tense verbs.

The pants itch and the shoes pinch.

Example B:

Dress-code clothes are uncomfortable, expensive, and a bore.

Solution: Make sentence parts that are joined by commas parallel. In this case, make all words adjectives.

Dress-code clothes are uncomfortable, expensive, and boring.

Present

It's almost time to share your writing with others. Write your essay neatly in print or cursive on a separate sheet of paper. If you have access to a computer, type your essay, formatting it neatly and accurately. Check your spelling, grammar, and punctuation. Save your document to a disk and print it out.

Grammar Tip

Parallelism Repeat words, phrases, and sentences with similar grammatical forms in all types of writing to emphasize your ideas and make your thoughts easy to understand.



Presenting Tip

Expert Quotation To set the tone of your essay and add an appeal to authority, find a quotation from a well-known person that relates to your argument. Include it on your title page.



Literature Online

Writing and Research For editing and publishing tools, go to glencoe.com and enter QuickPass code GL19756u4.

Writing Workshop

Persuasive Essay

Teach and Assess

Edit and Proofread

Make sure that students have time to revise their drafts before they edit and proofread them. Besides correcting spelling, grammar, and punctuation, have them make sure that their writing clearly makes the necessary points. Once they have edited their own essays, have them proofread a partner's essay.

Writing Skill

Parallelism After students have studied the workshop model, have them review their essays for sentences that contain similar ideas but are structured differently. Then, have them rewrite the sentences so that they are parallel in structure.

Present

Remind students to include a title page with the essay. If they choose to include a quotation on the title page, it should be a quotation that supports the opinion in the essay, not the counterargument. You may wish to give students the option of presenting their essays aloud to the class.

English Learners

DIFFERENTIATED INSTRUCTION



Beginning Work individually with students to identify ideas in their essays that could be structured differently. Help them rewrite the ideas so that they are parallel in structure.

Intermediate Have students look up the word *expert* in a dictionary. Discuss the meaning of *expert* with them. Help students determine who might be an expert on the topic they have chosen to write about. **Ask:** *Who is someone well known who agrees with you and knows a lot about your topic?*

Speaking, Listening, and Viewing Workshop

Persuasive Speech

Focus

In this workshop, students will plan, rehearse, and deliver a persuasive speech, listen to speeches by their classmates, and take notes on what they learn from each speech.

Teach

Speaking Skills

Use an Outline Point out to students that they can adapt the outline they used to write a persuasive essay to help them plan a persuasive speech. Ask them to highlight the sections that they want to include not only on the essay but also on the outline. Then have them rewrite the outline to use as a guide for writing the speech. Remind them to include a position statement, arguments and counterarguments, and a call to action in the speech.

Listening Skills

Listen Actively Tell students that as they listen to their classmates' speeches, they should take notes on what they do not understand. For example, they may not clearly understand a speaker's position or call to action. Once the speaker has finished, classmates can ask questions based on their notes and clear up any misunderstandings.

Learning Objectives

For pages 572

In this workshop, you will focus on the following objectives:

Listening and Speaking: Delivering a persuasive speech.

Listening to and evaluating a presentation.

Viewing and evaluating a presentation.

Presentation Checklist

Answer the following questions to evaluate your presentation.

- ☐ Did you speak clearly and precisely and with a style that distinguished your arguments from the counterarguments?
- ☐ Did you vary the tone, pace, and volume of your speaking to emphasize important ideas?
- ☐ Did you use gestures and visual aids to draw attention to specific points?
- ☐ Did you make eye contact with your audience?

Literature Online

Speaking, Listening, and Viewing For project ideas, templates, and presentation tips, go to glencoe.com and enter QuickPass code GL19756u4.

Speaking, Listening, and Viewing Workshop

Persuasive Speech

Activity

Connect to Your Writing Deliver a persuasive speech to your classmates. You might want to adapt the persuasive essay you wrote for the Writing Workshop on pages 566–571. Remember that you focused on the Unit 4 Big Question: What's fair and what's not?

Plan Your Speech

Reread your persuasive essay and highlight the sections you want to include in your speech. Just like your persuasive essay, your speech should present a clear, well-supported argument about a problem and should offer a solution in which the audience can take action.

Rehearse Your Speech

Practice your speech several times. Try rehearsing in front of a mirror where you can watch your movements and facial expressions. You may use note cards to remind you of your main points and persuasive evidence, but practice your speech often enough that you won't lose eye contact with your audience.

Deliver Your Speech

- Speak clearly and precisely.
- Adjust your speaking style for intent and effect, such as varying your cadence or repeating ideas to help your audience distinguish between your arguments and the counterarguments.
- Change the tone, pace, and volume of your speaking to help emphasize important ideas in your speech.
- Use gestures and visual aids to direct the audience's attention to specific points and clarify your arguments.

Listening to Learn

Take notes as you listen to make sure you understand the speech. Use the following question frames to learn more about the speech from the speaker:

- I agree/disagree with your point _____, because _____. Can you offer more evidence for your argument?
- To summarize your speech: _____. Is that correct?

572 UNIT 4 What's Fair and What's Not?

Listening and Speaking Practice

Emphasis Remind students that the goal of a persuasive speech is to convince a listener to take action. A listener is more likely to be persuaded by a speaker who sounds as though he or she believes in the words being spoken.

Ask: Which parts of your speech do you want to emphasize—arguments or counterarguments?

Why? (arguments, because they support

my position) Remind students that when emphasizing important ideas, they will have the greatest effect on a listener if their speaking tone, pace, and volume sound natural.

For Speaking, Listening, and Viewing rubric, see Unit 4 Teaching Resources, pp. 184–186.

For help with creating presentations, use Student Presentation Builder on StudentWorks Plus.

Unit Challenge

Answer the Big Question

In Unit 4, you explored the Big Question through reading, writing, speaking, and listening. Now it's time for you to complete one of the Unit Challenges below with your answer to the Big Question.

WHAT'S Fair and What's Not?

Use the notes in your Unit 4 **Foldable** to complete the Unit Challenge of your choice.

Before you present your Unit Challenge, be sure it meets the requirements below. Use this first plan if you choose to write a rap or song about something you feel is unfair and what you can do about it.

On Your Own Activity: Rap or Song

- ☐ Choose a topic. Ask yourself, what makes this unfair? What effect does it have on me or others? What is the solution?
- ☐ Use the beat, rhyme pattern, or tune of a rap or song you are familiar with. Write your own lyrics.
- ☐ Include lines in your lyrics that will help convince listeners that a problem exists. Then offer solutions.
- ☐ Adjust your rate, volume, pitch, and tone, as well as nonverbal communication, to maintain audience interest when you present your rap or song.

Use this second plan if you choose to write questions and answers for a television-style call-in show that your group will present.

Group Activity: TV Call-In Show

- ☐ Brainstorm a list of questions about unfair situations. Assign parts for the show: host, callers, and "experts."
- ☐ Write a script, including solutions for each unfair situation.
- ☐ Practice reading your script, matching your words with your body language, eye contact, and gestures for best effect.
- ☐ If technology is available, make a video of your call-in show.

Learning Objectives

For page 573

On this page, you will focus on the following objectives:

Listening and Speaking:

Performing a song or rap.

Performing a skit.

Writing:

Applying imagery in song lyrics.

Applying sound devices in song lyrics.

Unit Challenge

Focus

Bellringer Options

Daily Language Practice

Transparencies 117, 118

Ask: Which selections were about situations that are familiar to you? What did you learn about handling those situations?

Teach

Teaching Note

Rap or Song Have students begin by listing rhyming words and phrases that their topic brings to mind. Encourage them to use a refrain—a catchy repeated line that emphasizes a problem or that promotes the acceptance of a solution to it—in the rap or song. The problem and the offered solutions should be presented in a logical way.

Teaching Note

TV Call-In Show Have each student write his or her own lines. Then, have the group organize the final script. When students perform their TV show, have the show's host field questions and direct them to the appropriate participants.

UNIT CHALLENGE 573

Assess

Students' raps or songs will vary but should

- focus on the Big Question: What's fair and what's not?
- use a familiar beat, rhyme pattern, or tune
- include lyrics that present a problem and offer solutions to it
- be practiced to maintain audience interest with good rate, volume, pitch, tone, and gestures

Students' scripts will vary but should

- include parts for a host, callers, and "experts"
- present questions about unfair situations and propose solutions
- be practiced before the presentation so that the reader uses body language, eye contact, and gestures effectively

Focus

Summary

These fiction and nonfiction books are presented to encourage students to read on their own. The books relate to the Big Question: What's Fair and What's Not?

Teach

Political History

South Dakota's Native American Reservations *High Elk's Treasure*, is about Joe High Elk, a young Native American who lives on a Lakota reservation in South Dakota where there are more than 62,000 American Indians on nine reservations. The 1868 Fort Laramie Treaty between the Lakota and the United States gave the Lakota one large reservation across parts of North Dakota, South Dakota, and four other states. After the Indian Wars of the 1870s, the United States broke that reservation into many smaller ones and took back over seven million acres of Lakota land.

For access to all study guides for the Glencoe Literature Library, use the Literature Library Teacher Resources CD-ROM.

Independent Reading

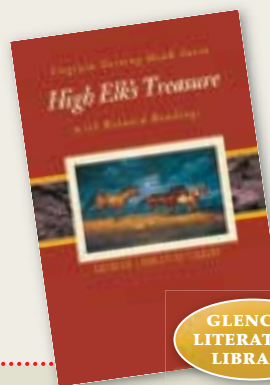
Fiction

To read more about the Big Question, choose one of these books from your school or local library.

High Elk's Treasure

by Virginia Driving Hawk Sneve

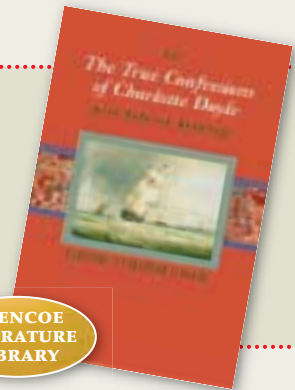
Joe High Elk, a young Lakota, learns the importance of family and cultural heritage in this tale of exploration and adventure. Read to learn about Joe's hunt for historical treasure on the South Dakota reservation where he lives.



The True Confessions of Charlotte Doyle

by Avi

The only passenger aboard an 1832 sailing ship, thirteen-year-old Charlotte must decide whether she will side with a tyrannical captain or a crew ready for mutiny. Dive into this tale of adventure on the high seas!



Lucy's Wish

by Joan Lowery Nixon

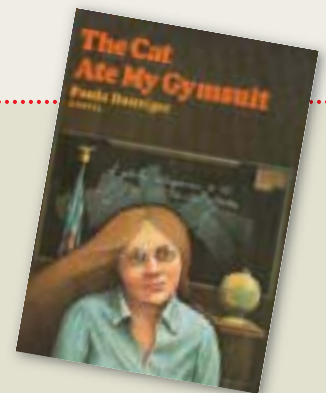
Lucy is a ten-year-old orphan on the streets of New York in 1886. She finds hope when the Children's Aid Society sends her to a new home out West. However, her new family is far from perfect.



The Cat Ate My Gymsuit

by Paula Danziger

At first, Marcy Lewis just wants to fit in. She is overweight and overlooked—convinced she'll never make friends. Then Marcy stands up for one of her teachers, a woman Marcy admires. Read to find out what Marcy learns about her own convictions.



574 UNIT 4 What's Fair and What's Not?

Reading Practice



Preview Tell students to preview, or look over, the titles, the descriptions, and the cover art of the books on these pages.

Ask: How do the titles give you clues about the books? Which cover art looks the most interesting? Why?



Make Predictions Remind students that a prediction is an educated guess about what will happen next in a story. All of the books on these pages connect in some way to the Big Question: What's Fair and What's Not? As students read their selections, have them stop periodically to predict what they think will happen next and how it could relate to the big question. They can jot down their thoughts on a small piece of paper and slip it into the book

at the point at which they make the prediction. Ask them to cite a piece of evidence to back up the prediction. Have them revisit their predictions once they have finished reading the book to see how accurate they were.

Nonfiction

Oh, Freedom! Kids Talk About the Civil Rights Movement with the People Who Made It Happen

by Casey King and Linda Barrett Osborne

This collection of oral histories about the civil rights movement includes 31 interviews, all conducted by students. Read these profiles in courage to learn about real people's lives during and after segregation.

**When I Was Your Age: Original Stories About Growing Up**

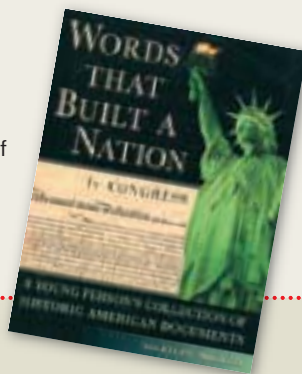
edited by Amy Ehrlich

This collection of stories by ten popular writers includes fiction and nonfiction. Read to yourself or read aloud—either way, these short pieces about growing up will give you something to think about.

**Words That Built a Nation: A Young Person's Collection of Historic American Documents**

by Marilyn Miller

Discover for yourself the Declaration of Independence or the beauty of a Chief Joseph speech. Read this collection of 39 original documents and speeches to learn more about history, language, and the force of big ideas.

**Conduct Research**

Use the Internet to research the author or topic of the book you read. Create an annotated list of works your classmates might like to read. Explain how each work relates to the book you read and include reasons why the work might be of interest.

INDEPENDENT READING 575

Approaching Level

DIFFERENTIATED INSTRUCTION



Emerging Show students how to research the author or topic of the book they read on the Internet. Have them make a list of possible search words to use in a search engine. For example, search words for *Lucy's Wish* may include *Joan Lowery Nixon*, *Children's Aid Society*, and *orphan*. Then have them use a search engine to find

books related to the author and the topic. Tell students to look for web sites that provide not only lists of books but summaries of the books.

Teach

Political History

Historic American Documents

The Charters of Freedom, important documents in the history of the United States, are kept at the National Archives in Washington, D.C. The Declaration of Independence, the Constitution, and the Bill of Rights are preserved in humidified helium between pieces of special glass. Filters keep light from damaging the documents, which are monitored by a computerized system able to detect changes invisible to the naked eye.

Write a Review

Annotated lists should

- include books that relate to the topic or author of the book the student reads
- provide explanations of how each book relates to the book the student reads
- include reasons why the student thinks his or her classmates might find each work interesting

English Learners

DIFFERENTIATED INSTRUCTION



Intermediate Explain to students that an annotated list is a list that is accompanied by explanatory notes. The word *annotāte* comes from the Latin verb *annotare*, meaning “to note down.” Students should be able to hear the word *note* when they say *annotate* or *annotated* aloud.

Assessment

Reading

Test-Taking Tips

Explain to students that this Assessment is intended to reinforce general test-taking strategies as well as test the skills and vocabulary covered in Unit 4. First, students will be asked to read two selections and answer comprehension, context-clue, and inference questions about them. Then they will be asked to answer questions about vocabulary, grammar, and language conventions and to write a persuasive essay.

Review with students the basic strategy for taking multiple-choice language arts tests:

- (optional) Look over the questions first. Then read the passage.
- Respond to the questions whose answers you are fairly sure of.
- Then return to the questions whose answers you are not sure of.
- For each difficult question, eliminate the answer choices that you know are wrong.
- Then go back to the passage and skim it or scan it to find which of the remaining answer choices is probably correct.
- If you are still not sure of the correct answer choice, make your best guess.



To create custom assessments online, go to Progress Reporter Online Assessment.



To create custom assessments using software, use ExamView Assessment Suite CD-ROM.

Assessment

Reading

Read the passages and answer the questions after each. Write your answers on a separate sheet of paper.

“Noah Webster’s Dictionary” by Charles Kuralt

West Hartford, Connecticut. I watched students of West Hartford’s Bridlepath School compete in that vanishing standby of American education, the spelling bee. The spelling bee was held in Noah Webster’s kitchen. That was a good place for it, because if it hadn’t been for Noah Webster, we might never have had spelling bees or even much spelling. Before this Yankee schoolmaster came along, Americans spelled poorly or not at all: George Washington, to cite one atrocious example, spelled pretty much as he pleased. After Noah Webster, Americans spelled the way Noah told them to.

The kids in the spelling bee came from all kinds of backgrounds and from all over the country. That they speak the same language—that a kid from Maine can meet a kid from Oregon and understand him right from the start—that is Noah Webster’s gift to us. His little Blue-Backed Speller sold nearly 100 million copies in his lifetime. It wore out printing presses. It was read by nearly every American who could read.

And then, working for twenty-five years, alone and by hand, Noah Webster produced his dictionary—seventy thousand words, including a lot of American words that had never been in a dictionary before: *applesauce*, *bullfrog*, *chowder*, *hickory*, *skunk*. It was the most valuable piece of scholarship any American ever did.

Noah Webster, from this old house in West Hartford, created American style and American manners. It is not too much to say that he created American education. He was the first teacher of American history, the first influential American newspaper editor.

“What rubbed Mr. Webster’s fur the wrong way,” West Hartford historian Nelson Burr told me, “was that even after the Revolution, most of America’s books and most of America’s ideas still came from England. He wanted to put a stop to that. He wanted to create Americanism—not in the sense of **jingoistic patriotism**,¹ but in the sense of a new literature, a new language.”

¹ **Jingoistic patriotism** is unquestioning love and support of one’s country.

In the Italy of Noah Webster's day, there were so many dialects that many Italians couldn't talk to one another. The same thing, to a lesser degree, was true in Great Britain. America's common language, with more or less agreed-upon rules for spelling and punctuation, was the work of Noah Webster. He wanted us to be one nation, a new nation, and he showed us how.

1. Which excerpt from the essay is an example of an idiom?
 - A. "most valuable piece of scholarship"
 - B. "all kinds of backgrounds"
 - C. "more or less agreed-upon rules"
 - D. "rubbed Mr. Webster's fur the wrong way"
2. The author mentions that the Blue-Backed Speller "wore out printing presses" to point out
 - A. how unusual it was.
 - B. how popular it was.
 - C. how long it was.
 - D. how poorly made old presses were.
3. Which quotation from the essay is a statement of opinion?
 - A. "The spelling bee was held in Noah Webster's kitchen."
 - B. "It was read by nearly every American who could read."
 - C. "The same thing, to a lesser degree, was true in Great Britain."
 - D. "It was the most valuable piece of scholarship any American ever did."
4. What statement best expresses the thesis of the essay?
 - A. Americans today can spell correctly because of Webster's work.
 - B. American English is very different from British English.
 - C. Spelling correctly is necessary for communication.
 - D. Webster deserves credit for helping to create an American language.
5. The tone of this essay could best be described as
 - A. neutral.
 - B. admiring.
 - C. regretful.
 - D. humorous.
6. It is most likely that *applesauce* and *skunk* had never been in a dictionary before Webster's because
 - A. they were considered slang words.
 - B. Americans had never before used those words.
 - C. no one had ever known how to spell those words.
 - D. dictionary makers in other countries didn't know those words.

Literature Online

Assessment For additional test practice, go to glencoe.com and enter QuickPass code GL19756u4.

Assessment

Reading

"Noah Webster's Dictionary"

by Charles Kuralt

1. D is the correct answer. This can be determined by familiarity with the idiom "to rub [one] the wrong way" or by the use of context clues in the rest of the paragraph.
2. B is the correct answer. Kuralt emphasizes the speller's popularity by suggesting that frequent reprints wore out the presses.
3. D is the correct answer. It represents Kuralt's feeling about the value of Webster's work. A, B, and C offer statements that could be proven true or false.
4. D is the correct answer. It best states Kuralt's main idea; the other choices are too specific or have the wrong focus.
5. B is the correct answer. Admiration appears in words such as "Webster's gift to us" and "the most valuable piece of scholarship any American ever did," as well as in the entire fourth paragraph.
6. D is the correct answer. These were American words for American things.

Reading

“The Fox and the Crow” by Aesop

7. A is the correct answer. The last sentence states the story’s theme.
8. C is the correct answer. Conflict is a characteristic of all stories, not just fables.
9. C is the correct answer. The fox uses flattery to appeal to the crow’s pride.
10. B is the correct answer.

“The Fox and the Crow” by Aesop

A hungry fox saw a crow fly past with a piece of cheese in its beak. The crow perched on a tree branch to eat the cheese. The fox looked up at the crow and licked his lips. “I am surely clever enough to get that hunk of cheese,” thought the fox, who was quite full of himself. “After all, I am a fox!” So he called up to the crow.

“Hello, hello!” said the fox. “How lovely you look today. Your feathers are so shiny, and your eyes are so bright. Looking at you, I feel sure that your voice must be as beautiful as the rest of you. If I could hear just one song, then I could be sure.”

The crow, delighted by these words, opened her mouth to produce her best effort at song. Immediately, the cheese fell to the ground from the bird’s open beak and was snapped up by the fox.

“That was all I wanted,” said the fox. “Thank you for the lovely snack.”
Do not trust those who flatter you.

- | | | | | | | | | | | | | | | | | | |
|--|--------------|--------------|----------------|------------|---------------------------|-------------------------|----------------------------|-------------------------------------|--|-----------|-------------|---------------|------------|-----------------------|----------------------------|------------------------------|---------------------------|
| <p>7. The last sentence, printed in slanted type, states the story’s</p> <table border="0"><tr><td>A. theme.</td><td>C. conflict.</td></tr><tr><td>B. resolution.</td><td>D. climax.</td></tr></table> <p>8. All of the following suggest that this story is a fable <i>except</i></p> <table border="0"><tr><td>A. it is short and clear.</td></tr><tr><td>B. it teaches a lesson.</td></tr><tr><td>C. it involves a conflict.</td></tr><tr><td>D. the main characters are animals.</td></tr></table> | A. theme. | C. conflict. | B. resolution. | D. climax. | A. it is short and clear. | B. it teaches a lesson. | C. it involves a conflict. | D. the main characters are animals. | <p>9. The fox’s effort to persuade the crow to do something is based on an appeal to</p> <table border="0"><tr><td>A. logic.</td><td>C. emotion.</td></tr><tr><td>B. authority.</td><td>D. ethics.</td></tr></table> <p>10. Which excerpt from the story is an example of an idiom?</p> <table border="0"><tr><td>A. “on a tree branch”</td></tr><tr><td>B. “quite full of himself”</td></tr><tr><td>C. “her best effort at song”</td></tr><tr><td>D. “then I could be sure”</td></tr></table> | A. logic. | C. emotion. | B. authority. | D. ethics. | A. “on a tree branch” | B. “quite full of himself” | C. “her best effort at song” | D. “then I could be sure” |
| A. theme. | C. conflict. | | | | | | | | | | | | | | | | |
| B. resolution. | D. climax. | | | | | | | | | | | | | | | | |
| A. it is short and clear. | | | | | | | | | | | | | | | | | |
| B. it teaches a lesson. | | | | | | | | | | | | | | | | | |
| C. it involves a conflict. | | | | | | | | | | | | | | | | | |
| D. the main characters are animals. | | | | | | | | | | | | | | | | | |
| A. logic. | C. emotion. | | | | | | | | | | | | | | | | |
| B. authority. | D. ethics. | | | | | | | | | | | | | | | | |
| A. “on a tree branch” | | | | | | | | | | | | | | | | | |
| B. “quite full of himself” | | | | | | | | | | | | | | | | | |
| C. “her best effort at song” | | | | | | | | | | | | | | | | | |
| D. “then I could be sure” | | | | | | | | | | | | | | | | | |

Vocabulary Skills

On a separate sheet of paper, write the numbers 1–14. Next to each number, write the letter of the word or phrase that is closest in meaning to the underlined word.

1. a life of ease
A. hard work C. pain
B. genius D. relaxation
2. confirmed the news report
A. questioned C. proved
B. believed D. denied
3. savoring the soup
A. enjoying C. complimenting
B. preparing D. heating up
4. unreasonable behavior
A. foolish C. dangerous
B. thoughtful D. generous
5. to lose one's reputation
A. savings C. good name
B. mind D. courage
6. to buffet the boat
A. launch C. sink
B. sail carelessly D. hit repeatedly
7. a catastrophe for our family
A. disaster C. get-together
B. vacation D. stroke of luck
8. uniquely decorated
A. colorfully C. beautifully
B. unusually D. messily
9. the castle walls toppled
A. blew up C. stood strong
B. were built D. fell down
10. unwilling to compromise
A. apologize C. meet halfway
B. keep going D. become friends
11. acquired in the city
A. purchased C. settled
B. lost D. in danger
12. frenzied efforts
A. calm C. successful
B. repeated D. desperate
13. prosperity for everyone
A. answers C. entertainment
B. wealth D. housing
14. portrayed by the newspaper
A. described C. praised
B. criticized D. employed

Assessment

Vocabulary Skills

1. D
2. C
3. A
4. A
5. C
6. D
7. A
8. B
9. D
10. C
11. A
12. D
13. B
14. A

Writing Strategies

1. B
2. C
3. C
4. D
5. D

Writing Strategies

The following is a rough draft of a student's report. Read the passage. Then answer the questions on a separate sheet of paper.

When I arrive at school in the morning, the trash cans are always overflowing. Wind blows paper all the way to the football field. The trash really should be cleaned up every day. Mr. Porter could give students the job. If we were in charge, the place would be really neat.

1. Read this sentence.

Wind blows paper all the way to the football field.

Which is the direct object in this sentence?

- | | |
|----------|-------------|
| A. wind | C. football |
| B. paper | D. field |

2. Read this sentence.

Mr. Porter could give students the job.

Which is the indirect object in this sentence?

- | | |
|---------------|-------------|
| A. Mr. Porter | C. students |
| B. could give | D. job |

3. Which of the following is a dependent clause?

- A. the trash can is always overflowing
- B. Wind blows paper all the way to the football field
- C. If we were in charge
- D. the place would be really neat

4. Read this sentence.

When I arrive at school in the morning, the trash cans are always overflowing.

Which is an adverb in this sentence?

- | | |
|-----------|-----------|
| A. arrive | C. cans |
| B. school | D. always |

5. Read this sentence.

The trash really should be cleaned up every day.

Which is an adjective in this sentence?

- | | |
|-----------|------------|
| A. trash | C. cleaned |
| B. really | D. every |

Writing Product

Read the prompt in the box below and follow the “Directions for Writing.” Use one piece of paper to jot down ideas and organize your thoughts. Then neatly write your essay on another sheet. You may not use a dictionary or other reference materials.

Writing Situation:

If you go to a typical school, you have many rules to follow. There are rules about running, talking, littering, playing, and just about everything else you do. Some of these rules may seem reasonable to you; some may not.

Directions for Writing:

Think about one of the rules that you feel strongly about. Now write to convince your reader why this is or is not a useful rule.

Keep these hints in mind when you write.

- Concentrate on what the prompt tells you to write.
- Organize the way you will present your ideas.
- Provide good, clear support for your ideas.
- Use different kinds of sentence structures.
- Use precise words that express your ideas clearly.
- Check your essay for mistakes in spelling, grammar, and punctuation.

Assessment

Writing Product

Evaluate the essay for the following:

- a clear explanation of the rule that is the topic of the essay;
- a clearly stated opinion near the beginning of the essay;
- support for the position with organized and relevant evidence;
- the anticipation and addressing of concerns and counterarguments;
- correct use of grammar, punctuation, and spelling conventions.



For more end-of-unit assessment, see Assessment Resources, pp. 169–170.

UNIT FIVE

Skills Scope and Sequence

Readability Scores Key: **Dale-Chall**/DRP/Lexile

PART 1: Using Inner Strength

Selections and Features	Literary Elements
BQ Focus A Lesson in Courtesy , by Stan Sakai pp. 584–594	Narrator TE p. 588
Biography from Elie Wiesel: Voice from the Holocaust , by Michael A. Schuman 8.5/64/1310 pp. 596–603	Author's Purpose SE p. 597 Biography and Autobiography TE p. 600 Narrator (review) SE p. 603
Cultural Perspective The Secret Schools , by Susan Goldman Rubin 6.1/59/950 pp. 604–606	Historical Nonfiction TE p. 604
Autobiography Primary Lessons , by Judith Ortiz Cofer 5.9/57/1060 pp. 607–619	Author's Perspective SE p. 608
Poems The Sidewalk Racer , by Lillian Morrison and Alone in the Nets , by Arnold Adoff pp. 620–624	Form SE p. 620
Vocabulary Workshop p. 625	
Biography Satchel Paige , by Bill Littlefield 6.4/58/1130 pp. 626–638	Point of View SE p. 627 Tone TE p. 630 Theme (review) SE p. 637

PART 2: Putting Others First

Selections and Features	Literary Elements
Informational Text TIME: Gentleman of the Pool , by Alice Park 6.1/58/920 pp. 640–641	
Biography and Time Line Eleanor Roosevelt , by William Jay Jacobs and In Eleanor Roosevelt's Time 6.5/58/960 pp. 642–657	Text Features SE p. 643 Characterization TE p. 644 Text Structure (review) SE p. 657

Reading Skills and Strategies	Vocabulary	Writing	Speaking, Listening, and Viewing
		Grammar	
Identify Main Idea and Supporting Details TE p. 586 Monitor Comprehension TE p. 586 Identify Sequence TE p. 590		Write an Expository Essay SE p. 594 Transitions TE p. 594	Visual Presentation TE p. 592
Analyze Tone SE p. 597 Predict TE p. 598	Word Usage SE p. 602 Academic Vocabulary SE p. 602	Conjunctions SE p. 603 Write a Summary SE p. 603	
Analyze Historical Context SE p. 604		Write a Summary SE p. 606 Write a Reflective Essay TE p. 606	Oral Report TE p. 606
Analyze Cultural Context SE p. 608 Question TE p. 608 Compare and Contrast TE p. 612	Synonyms and Antonyms SE p. 619 Academic Vocabulary SE p. 619	Write an Autobiographical Narrative TE p. 610 Adjectives and Adverbs TE p. 614 Write a Character Sketch TE pp. 614, 616 Write a Journal Entry SE p. 619	
Paraphrase TE p. 622		Write a Scene SE p. 624 Contractions TE p. 624	
	Dictionary Skills SE p. 625 Context Clues TE p. 625		
Determine Main Idea and Supporting Details SE p. 627 Connect to Personal Experience TE p. 630	Synonyms and Antonyms SE p. 637 Academic Vocabulary SE p. 637	Write a Description TE p. 632 Write a Research Paper TE p. 634 Write a Biographical Narrative SE p. 638 Write a Character Sketch TE p. 638	Oral Reports TE p. 628

Reading Skills and Strategies	Vocabulary	Writing	Speaking, Listening, and Viewing
		Grammar	
Question SE p. 640 Preview SE p. 640		Write a Summary SE p. 641	Oral Report TE p. 640
Summarize SE p. 643 Identify Sequence TE p. 648 Identify Main Idea and Supporting Details TE p. 650 Evaluate TE p. 654	Antonyms SE p. 656 Academic Vocabulary SE p. 656	Write a Research Report TE pp. 646, 652 Write a Description TE p. 656 Sentence Combining SE p. 657	Persuasive Speech SE p. 657

UNIT FIVE

Selections and Features	Literary Elements
Genre Focus pp. 658–659	Biography and Autobiography SE p. 658 Narrator TE p. 658
Poem Ode to Mi Gato , by Gary Soto pp. 660–663	Simile SE p. 660
Short Story President Cleveland, Where Are You? by Robert Cormier 6.4/59/1040 pp. 664–682	Voice SE p. 665 Setting TE p. 666 Character and Motivation TE p. 668 Conflict (review) SE p. 681
Media Workshop p. 683	
Informational Text The Eco-Canoeist , by Sy Montgomery 8.4/55/1130 pp. 684–691	Allusion SE p. 685 Diction (review) SE p. 691
Comparing Literature Going Blind , by Ray Charles and David Ritz (autobiography) 5.2/51/700 and <i>from</i> Ray Charles , by Sharon Bell Mathis (biography) pp. 692–703	Narrator and Point of View SE p. 692 Metaphor TE p. 702
Writing Workshop pp. 704–711	Research Report SE p. 704
Speaking, Listening, and Viewing Workshop p. 712	
Unit Challenge p. 713	
Independent Reading pp. 714–715	
Assessment pp. 716–721	

Reading Skills and Strategies	Vocabulary	Writing	Speaking, Listening, and Viewing
		Grammar	
Analyze Characterization SE p. 659 Analyze Plot SE p. 659		Create a Characterization Chart SE p. 659 Create a Story Map SE p. 659	
Analyze Images TE p. 660		Write a Journal Entry TE p. 662 Write a Stanza SE p. 663	
Evaluate Description SE p. 665 Identify Cause and Effect TE p. 670	Word Usage SE p. 681 Academic Vocabulary SE p. 681	Write an Autobiographical Passage TE p. 674 Write a Journal Entry TE p. 676 Keep a Journal TE p. 680 Write an Autobiographical Narrative SE p. 682 Apostrophes SE p. 682	
		Media Ethics SE p. 683 Make a Research Plan TE p. 683	Identify and Avoid Plagiarism SE p. 683
Draw Conclusions About Author's Perspective SE p. 685	Word Usage SE p. 690 Academic Vocabulary SE p. 690	Library Research TE p. 686 Write an Explanatory Essay TE p. 688	Visual/Media Presentation SE p. 691
Compare and Contrast SE p. 692 Predict TE p. 692 Identify Primary Sources TE p. 694 Connect TE p. 698		Past Tense TE p. 698 Write a Comparison-Contrast Essay SE p. 703 Analyze Character TE p. 703	Present a News Report TE p. 696 Verbal and Nonverbal Messages TE p. 700
		Prewrite SE p. 704 Draft SE p. 706 Write an Opening Paragraph TE p. 706 Sentence Fluency SE p. 708 Make a Transitions Chart TE p. 708 Revise SE p. 710 Peer Review TE p. 710	
			Oral Report SE p. 712 Rehearsal Strategies TE p. 712 Key Elements of Oral Presentation TE p. 712
		Write an Interview SE p. 713	Magazine Article SE p. 713
		Write a Review TE p. 714 Keep a Reader Response Journal SE p. 715	
		Write a Short Story SE p. 721	

Focus

Bellringer Options



Literature Launchers: Pre-Reading Videos DVD, Unit 5 Launcher

Daily Language Practice Transparency 125

Or ask: **What personal goal did you work hard to achieve? What motivated you to do your best?** List answers on the board. Discuss things that motivate people to do their best and be successful.



For School-to-Home Activities, see Unit 5 Teaching Resources, pp. 5–11.



For independent novel study, see Novel Companion pp. 183–226.

View the Photograph

Ask: **What is pictured here?** (*a race.*)
Ask: **What shows that the racers are putting forth their best efforts?** (*expressions; body language*) Ask: **What motivates them?** (*the desire to win, achieve a goal, or do their best*)

WHAT Brings Out the Best in You?



582

Unit Objectives

Literary Elements

- Analyzing author's purpose
- Analyzing author's perspective
- Analyzing form
- Analyzing point of view
- Analyzing text features
- Analyzing simile
- Analyzing voice
- Analyzing allusion

Reading Skills and Strategies

- Analyzing tone
- Analyzing cultural context
- Determining main idea and supporting details
- Summarizing
- Evaluating description
- Drawing conclusions about author's perspective

Writing

- Writing a research report

Grammar

- Understanding conjunctions
- Understanding contractions
- Understanding how to combine sentences

Vocabulary

- Understanding Dictionary Skills

THE BIG Question

“Always dream and shoot higher than you know how.”

—WILLIAM FAULKNER

FOLDABLES
Study Organizer



Throughout Unit 5, you will read, write, and talk about the **BIG Question**—“What Brings Out the Best in You?” Use your Unit 5 **Foldable**, shown here, to keep track of your ideas as you read. Turn to the back of this book for instructions on making this **Foldable**.

583

Focus

Summary

The cartoon tells the story of a martial arts student who is confident to such an extent that he does not listen to his *sensei*, or “teacher.” When the student encounters a traveler who easily defeats him in battle, his embarrassment motivates him to work harder. Years later, the student finds that traveler and thanks him for the valuable lesson.

About the Quote

Author William Faulkner says that we should never set goals so low that we achieve them easily. We need to dream beyond what we think we can accomplish. Anything worth accomplishing is worth working hard for, and the bigger the goal, the greater the effort required to achieve it. By aiming higher and working harder, we may be able to do greater things than we ever thought possible.



For diagnostic assessment, see Assessment Resources, pp. 21–26.



For Foldable pattern, see Unit 5 Teaching Resources, pp. 3–4.

Unit Resources

Print

- Student and Teacher Editions, pp. 582–721
- Unit 5 Teaching Resources, pp. 1–185
- Bellringer Transparencies: Selection Focus 13, 14, 15; Daily Language Practice 125–133.
- Interactive Read and Write (On Level, Approaching, EL), pp. 201–264
- Novel Companion, pp. 183–226
- Assessment Resources, pp. 21–26, pp. 131–148, 171–172

Technology

- TeacherWorks Plus CD-ROM
- StudentWorks Plus
- Literature Launchers: Pre-Reading Videos DVD, Unit 5
- Literature Online www.glencoe.com
- Progress Reporter Online Assessment
- ExamView Assessment Suite CD-ROM
- Glencoe Interactive Vocabulary CD-ROM
- Listening Library Audio CD
- Classroom Presentation Toolkit CD-ROM
- Literature Library Teacher Resources CD-ROM
- BookLink CD-ROM
- Skill Level Up CD-ROM

Before You Read

Focus

Why Is It Important?

The Big Question in this unit asks students to consider what brings out the best in them. Ask students to write down several sentences about this topic. Provide the following questions as prompts:

- What does “personal best” mean to you?
- Describe someone or something that made it possible for you to achieve your personal best.

Teach

What You’ll Read

In this unit, students ask themselves, “What Brings Out the Best in You?” Reading biographies and autobiographies will help students answer this question. They will see that many people before them have achieved personal bests by calling on their inner strength and by putting others first. As students recognize various ways of doing their best, they will find it easier to make connections to their own experiences.

What You’ll Write

As they read the selections in this unit, students will take notes in their Unit 5 Foldables. At the end of the unit, they will use these notes as they write a research report and either a magazine article or a self-interview about themselves that is related to the Big Question.

Explore the BIG Question

WHAT Brings Out the Best in You?

Everyone has different challenges in their lives. The way you respond to them shows what type of person you are. For example, you might react bravely, kindly, or patiently. Explore how you respond to different situations and what brings out the best in you.

Think about things that can bring out the best in people, such as

- Using Inner Strength
- Putting Others First

What You’ll Read

Reading about what brings out the best in others can help you explore this idea for yourself. In this unit, **biographies** and **autobiographies**—stories of real people’s lives—are excellent sources of information. You will also read short stories, poetry, and other texts that can lead you to discover answers to the Big Question.

What You’ll Write

As you explore the Big Question, you’ll write notes in your Unit 5 **Foldable**. Later you’ll use these notes to complete two writing assignments related to the Big Question.

1. Write a Research Report

2. Choose a Unit Challenge

- **On Your Own Activity: Your Interview**
- **Group Activity: Magazine Article**

What You’ll Learn

Literary Elements

author’s purpose
author’s perspective
form
point of view
text features
simile
voice
allusion

Reading Skills and Strategies

analyze tone
analyze cultural context
determine main idea and supporting details
summarize
evaluate description
draw conclusions about author’s perspective

584 UNIT 5 What Brings Out the Best in You?

What You’ll Learn

The **Literary Elements** and the **Reading Skills and Strategies** in this unit have been selected because they are particularly helpful in reading the featured genres—biography and autobiography. Each

selection provides opportunities for students to become familiar with the literary elements and practice and develop the reading skills and strategies.

Teach

Set a Purpose for Reading

Explain to students that a biography is the story of a person's life that is written by someone other than the subject. Biographies are about real people, real times, and real events. Reading biographies is an effective way to learn about what motivates people to be the best they can be. In this selection, which is a graphic story, students will read about Usagi, who learns from two wise teachers that a strong person must be humble and respectful. Have students pay attention to the teachers' words and actions. How does each teacher help to bring out the best in Usagi?

BQ BIG Question | 1

Sensei wants Usagi to look beyond his selfish ways and realize that there is more to life than just winning.

Explore the BIG Question



Stan Sakai

A LESSON IN COURTESY

Set a Purpose for Reading

Read this graphic story to find out what brings out the best in a young student named Usagi, who is training to become a samurai. (In Japan in the Middle Ages, a **samurai** was a member of the warrior class. A **sensei** is a teacher or an instructor, usually of Japanese martial arts such as judo or karate.)

BQ BIG Question

What qualities is Sensei trying to teach Usagi?

1

A Lesson in Courtesy EXPLORE THE BIG QUESTION 585

English Learners

DIFFERENTIATED INSTRUCTION



Intermediate The sensei speaks to Usagi in sentences that resemble proverbs. Because English learners may be unfamiliar with proverbs, explain that they are short sayings or expressions that make observations or teach lessons. Use the

following as an example: "It is better to be safe than sorry." Invite students to discuss the meaning of this proverb and possible reasons for its existence. Have students share other proverbs they are familiar with.

Advanced Learners

DIFFERENTIATED INSTRUCTION

Research Proverbs Organize students into groups, and have each group research proverbs from a particular culture, such as Chinese, Japanese, and Hindu. When students finish, have them share their findings. Discuss what you can learn about each culture based on its proverbs.

UNIT FIVE

Teach

BQ BIG Question 1

Usagi is relying on his physical strength to overpower his opponent.

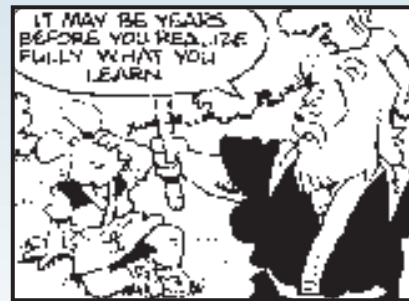
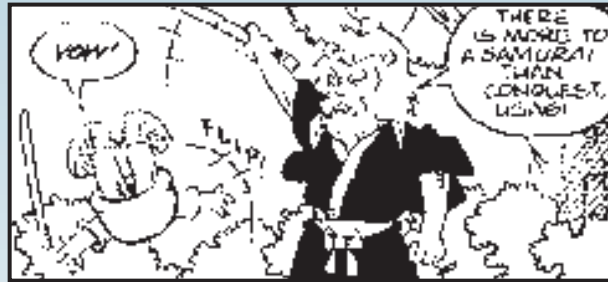
BQ BIG Question 2

Sensei wants Usagi to learn respect and humility by being of service to others.

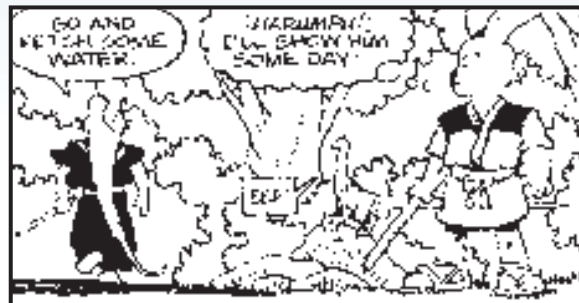
Teaching Note

Ask: Does the sensei give Usagi good advice? Is his advice good only for Samurai? **Explain.** (Possible response: Yes; the sensei's advice is good because being a samurai is also about being honest, loyal, and respectful. The advice can be useful to all people who focus too much on one thing.)

1



2



BQ BIG Question

On what kind of strength is Usagi relying?

BQ BIG Question

Why do you think that Sensei tells Usagi to fetch water?

586 UNIT 5 What Brings Out the Best in You?

Reading Practice

SPIRAL REVIEW

Main Idea and Supporting Details

Have students reread what the sensei says about Usagi. Then ask them what they think will be the main idea or lesson of the comic strip. (Students will probably say the main idea will be that a strong person must learn to be humble and respectful, not overconfident and arrogant.)

Comprehension Review with students what has happened between Usagi and his sensei.
Ask: How does Usagi feel at this point? (Usagi is angry because he is impatient and wants to be a great warrior.)

Teach

BQ BIG Question 3

Usagi is putting himself first because he is complaining about getting water.

BQ BIG Question 4

He is reminding Usagi that he is older and wiser.

Teaching Note

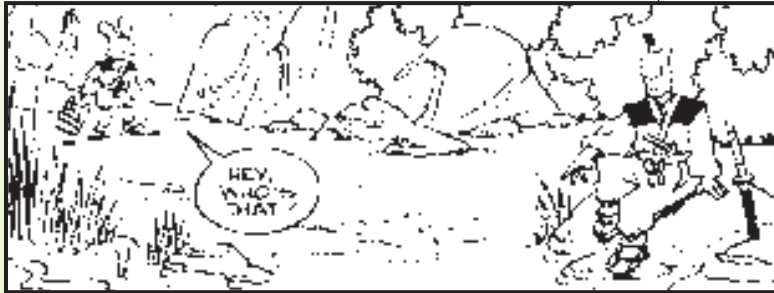
Ask students to look closely at the third frame on this page. **Say:** **Describe the scene.** (The traveler is resting on a rock by the water; Usagi, however, is standing aggressively and drawing his sword.) **Ask:** **What does this depiction show you about the differences between the two characters?** (Possible response: The sensei has said that Usagi is too focused on conquest, so it's not surprising that Usagi looks aggressive. The traveler says he is just there to rest, and his actions show he means no harm—he's more peaceful than Usagi.)



BQ BIG Question

How can you tell that Usagi does not understand the lesson?

3



BQ BIG Question

How is the traveler trying to bring out the best in Usagi by calling him "young one"?

4

A Lesson in Courtesy EXPLORE THE BIG QUESTION 587

Approaching Level

DIFFERENTIATED INSTRUCTION



Emerging Help students synthesize words and pictures to find meaning in the text. **Say:** **You already know that Usagi wants very badly to defeat his sensei. On this page, Usagi is angry that he has to fetch water for his sensei. What can you determine about how Usagi feels**

about the samurai code? (Possible response: Usagi does not honor and respect his master, which is part of the samurai code. He is too impatient and arrogant to follow the code.)

UNIT FIVE

Teach

BQ BIG Question 1

Usagi wants to prove that he is a great warrior.

BQ BIG Question 2

The traveler does not want to fight Usagi. He wants to defend himself and teach Usagi that he is not as powerful as he imagines.

Teaching Note

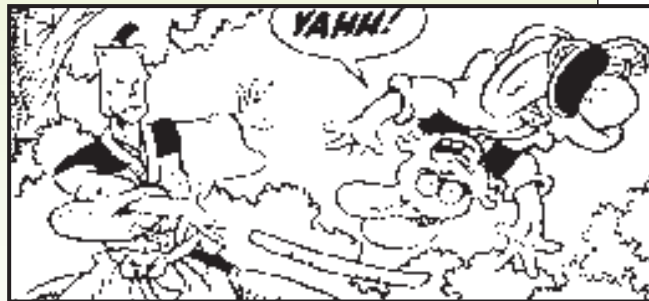
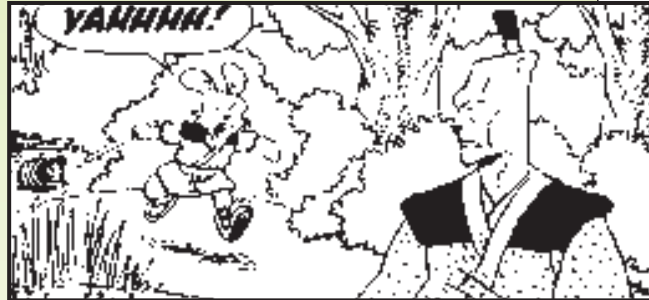
Ask: Given what you know about Usagi, do his actions seem believable? (Possible response: Yes; his actions seem believable because he is overconfident and focused on proving that he is a good warrior.)

1



BQ BIG Question

What does Usagi want to prove?



2



BQ BIG Question

Why does the traveler throw Usagi in the water?

588 UNIT 5 What Brings Out the Best in You?

Literary Element Practice

Narrator Explain to students that this comic strip has neither a first-person nor a third-person narrator. Then point out that in this comic strip, no single person or voice is responsible for telling the story. Instead,

readers understand the events of the story by viewing the images and reading the dialogue, just as they would by watching an animated TV show. Point out that some comic strips do have narrators, and that such strips contain

boxes of text that narrate events. Bring in the comics section of a newspaper and have students identify those strips that have narrators.

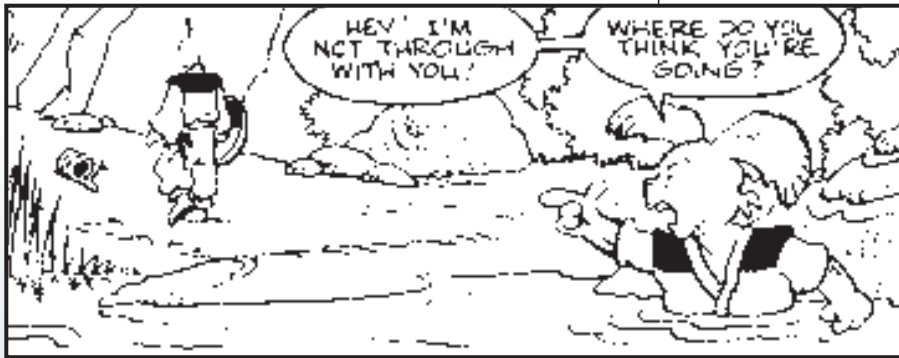
Teach

BQ BIG Question | 3

The traveler probably could kill Usagi, but he doesn't. He is ending the conflict peacefully instead of forcefully.

Teaching Note

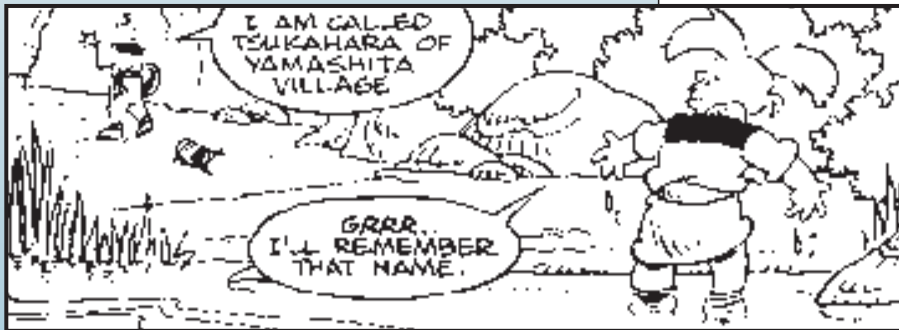
Ask: Why might the incident between Usagi and the traveler be important to the story's plot? (Possible responses: Usagi will make it his goal to find the traveler and finish the fight; Usagi may learn a lesson from the traveler about being humble and respectful.) **Ask:** What do you think will be the outcome of the story? Ask students to share their ideas.



BQ BIG Question

How do the traveler's actions show his inner strength?

3



A Lesson in Courtesy EXPLORE THE BIG QUESTION 589

Approaching Level

DIFFERENTIATED INSTRUCTION



Emerging Point out that the same rules apply to reading both ordinary text and comic strips—that is, one reads from left to right and from top to bottom. For example, in the frame in which Usagi yells to Tsukahara, students should read the word bubbles from left to

right. In the frame in which Tsukahara walks away, students should read Tsukahara's reply (top) and then Usagi's retort (bottom). Have students find a quiet place to practice reading aloud fluently and with expression.

UNIT FIVE

Teach

Teaching Note

Say: Although this comic strip does not have a narrator, the box that says “Years later...” indicates that time has passed since the last frame. Look at the next frame. How else might you know that time has passed?

(Usagi looks older.)



590 UNIT 5 What Brings Out the Best in You?

Literary Element Practice

Time Order Authors, cartoonists, and filmmakers have various ways of showing audiences that time has elapsed. In this comic strip, the cartoonist draws a box that says “Years later...” Explain to students that

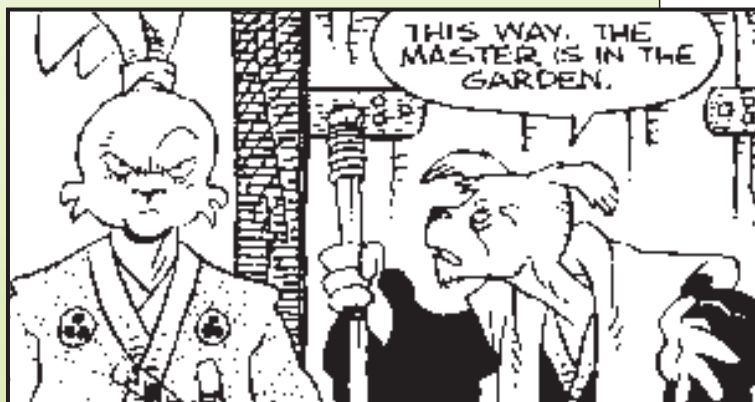
authors and filmmakers also compress time, and ask students to think about how they accomplish this. For example, to show that one night has passed, a filmmaker may have light fade out to suggest night and fade in to

suggest a sunny day. To compress a longer period of time, filmmakers frequently use a montage, or a progression of shorts. Bring in examples of montages to share with students.

Teach

BQ BIG Question | 1

Usagi has become a samurai.



BQ BIG Question

Years later, what has Usagi accomplished?

1

A Lesson in Courtesy EXPLORE THE BIG QUESTION 591

English Learners

DIFFERENTIATED INSTRUCTION



Intermediate Explain to students that in Japan, people often refer to one another by last name and a title, which varies with rank. *Sensei*, for example, is used for educated people and for those who give instruction. *San*, as in *Tsukahara-san*, is the most common

title and is used in most situations. *Sama* is a more polite form of *san* and is commonly used in formal situations and letters. *Kun* is an informal title used to address boys and girls who are younger than the speaker. *Chan* is an informal title that is used for young children

and very close friends and relatives. Have students share examples of titles from their native languages.

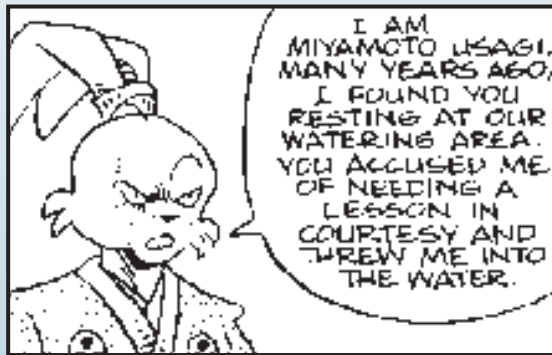
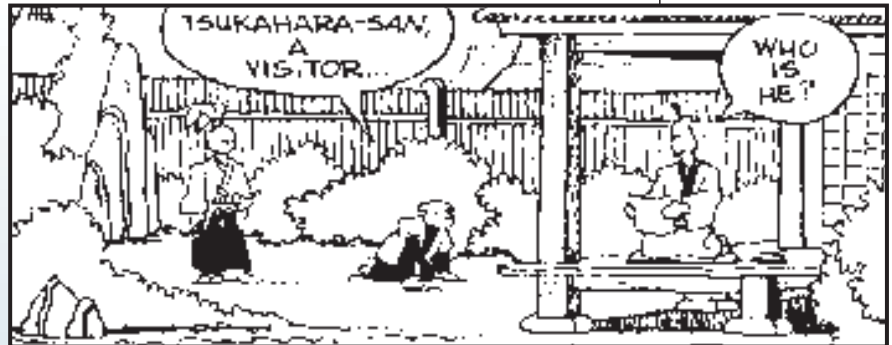
Teach

BQ BIG Question 1

Students may say Usagi will demand to fight Tsukahara.

Teaching Note

Say: Remember that the comic strip begins with the sound of Usagi's sword. As a young student, Usagi was very eager to use his sword. Now that he has found Tsukahara, he draws his sword again. How might Usagi's sword be a symbol in the story? What do you think it represents? Explain. (Possible response: The sword represents Usagi's arrogance and eagerness to fight. It is also a common symbol of the samurai in general.)



BQ BIG Question

What do you think Usagi will do?

592 UNIT 5 What Brings Out the Best in You?

Literary Element Practice

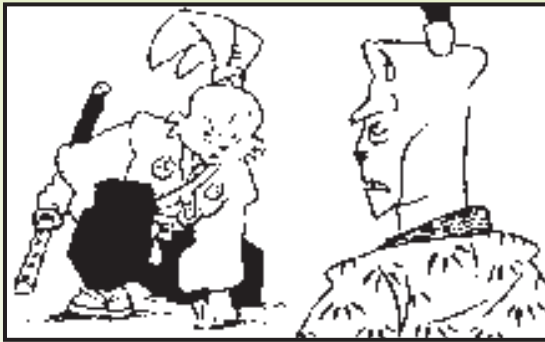


Graphic Story Have students work together to create comic strips about a character who learns to be his or her best. Encourage students to begin by developing a limited number of characters and a plot. Students should then create a dialogue, at which point they may begin laying out the

story in frames. If students work in groups, assign each student a different task, such as sketching, inking, coloring, and lettering. When all the strips have been completed, arrange them on a large poster board for display in your classroom.

BQ BIG Question | 2

Students may say that the most important lesson for Usagi was learning how to behave more like a samurai—being humble and showing respect for others. Sensei and Tsukahara helped to bring out the best in Usagi by being patient with him as they taught him lessons.



END

BQ BIG Question

What is the most important lesson that Usagi learned?
Who or what brings out the best in Usagi?

2

A Lesson in Courtesy EXPLORE THE BIG QUESTION 593

English Learners

DIFFERENTIATED INSTRUCTION

Beginning This graphic story is told almost exclusively through dialogue. Explain to students that dialogue is what the characters actually say. Tell them that dialogue is different from straight text in that it only includes words that each character speaks, whereas

straight text can describe actions, setting, and thoughts. Then write the following on the board and read it aloud: *There is one piece of pizza left and two people want it. They discuss who should get it, fight over it, and then come to an agreement.* Then have pairs of students

convey the scene using dialogue. Give students time to discuss and rehearse what they will say. You may want to pair English learners with more fluent speakers of English.

After You Read

Assess

Respond and Think Critically

Possible answers:

1. When Usagi rushes to attack the traveler, the traveler throws him into the water. This humiliates Usagi and makes him angrier, but years later he realizes he acted foolishly and rudely and the traveler had been trying to teach him a life lesson by acting peacefully and wisely.
2. Students may say that Usagi cares so much about winning—a final outcome—that he has lost sight of things that really matter in life. He wants the glory of victory by the sword without learning the code of behavior for a samurai.
3. As a young student, Usagi was arrogant and eager to use his sword. Usagi learned from the mistakes he made as an overconfident student, and as an adult, he behaved more humbly and respectfully.
4. Students may say Usagi deserves to be a samurai because even though it took him many years, he learned to behave as an honorable samurai. Other students may think that Usagi took too long to learn his lessons and had already done too much harm to deserve the title of samurai.

Writing

Reader Response Students may say that Sensei and Tsukahara patiently instructed Usagi in his youth and without them he never would have become his best self. Other students may point out that even though Usagi had teachers, he still needed to overcome his own arrogance and learn how to rely on his inner strength.

After You Read

Respond and Think Critically

1. Use your own words to tell how the traveler teaches Usagi a lesson. **[Summarize]**
2. What does Sensei mean when he says, “You focus on the victory but not the battle”? **[Interpret]**
3. Compare the grown-up Usagi with the young student Usagi. **[Compare]**
4. Does Usagi deserve to be a samurai? Explain. **[Evaluate]**



Writing

Reader Response Is it possible that Usagi could have become a better samurai on his own? How responsible were others for bringing out the best in him? How responsible was Usagi for bringing out the best in himself? Write a one-paragraph response telling how you think Usagi became a better samurai. Summarize your ideas, using details from the graphic story to support your response. You may want to begin your paragraph with this sentence:

I think it took some time for Usagi to change because _____.



Learning Objectives

For page 594

In studying this text, you focused on the following objective:

Reading: Interpreting graphic novels.

Bando Mitsugoro III, 1820.
Utagwa Kunisada.
Woodblock engraving.
Fitzwilliam Museum,
University of Cambridge.

Literature Online

Unit Resources For additional skills practice, go to glencoe.com and enter QuickPass code GL19756u5.



Writing Practice

Transitions Draw students' attention to the box in the top panel on page 590 that says, “Years Later...” Note that this is a typical way for graphic novelists to explain the passage of time. Remind students that whenever they write a narrative, they must include transitional words and phrases that signal time such as *the next*

morning, earlier that week, just before dinner, and so on.

Ask students to write narrative paragraphs in which they use appropriate transitional words and phrases to signal time.

Using Inner Strength



Boy Attacked by Swarm of Insects, 1995. Willie Rodger. Oil on board. Private Collection.

BQ BIG Question What Brings Out the Best in You?

In the painting *Boy Attacked by Swarm of Insects*, the young man faces a challenge and defends himself. Why do his actions show his inner strength? What challenges do you know about that require young people to use their inner strength?

English Learners

DIFFERENTIATED INSTRUCTION



Intermediate Point out that the phrase *inner strength* may be unfamiliar to English learners. *Inner strength* does not literally refer to a physical force inside a person or thing. Explain that many people use the phrase *inner strength* to refer to an aspect of someone's personality. When you show *inner*

strength, you use a special quality in yourself, such as courage or quick thinking, that allows you to rise above challenges and face difficult situations. Ask students to take turns raising their hands and mentioning a time when they used inner strength.

Part 1: Using Inner Strength

Ask: How might using inner strength bring out the best in you? (Some students may say that using inner strength brings out their best character traits, such as kindness, intelligence, courage, or tolerance. Other students may say that realizing their inner strength helps them become better people.)

View the Art

Willie Rodger is a Scottish artist as well as an art teacher in his home country. He creates his works by carving images into linoleum. **Ask:** How might this painting relate to the idea of bringing out the best in you? (Some students may say that the boy in the picture is being challenged to use his best qualities to survive or escape a bad situation. Others may say that the artist's technique is a way to bring out his best possible art.)

BQ BIG Question

Students may say that the boy in the picture is using inner strength by fighting off the insects bravely. Others may think that the boy is hiding in the plants to protect himself from the insects. Students may mention a range of challenges that they face, such as helping someone in need even when it is not convenient to do so or standing up for an unpopular belief.



For additional support for English Learners, see Unit 5 Teaching Resources, p. 19.

Before You Read

Focus

Bellringer Options



Literature Launchers: Pre-Reading
Videos DVD, Selection Launcher

Daily Language Practice Transparencies 126, 127

Ask: If you saw students making fun of someone you didn't know, what would you do? Are you responsible for what happens to him or her?

Have students discuss how it feels to confront people who cause harm.

Vocabulary

Tell students to create flash cards for the vocabulary words. Each card should have the word on one side, and its pronunciation, its definition, and the word used in a sentence on the other. Have students pair up and quiz each other with the cards.



For additional vocabulary practice, see Unit 5 Teaching Resources, p. 28.

Before You Read

from *Elie Wiesel:* *Voice from the Holocaust*

Connect to the Biography

Think about a difficult time in your life. It could be a time when you had to deal with a serious problem or face treatment that was unfair or unjust.

Quickwrite Freewrite for a few minutes about the difficult time. What made the problem serious? How did you feel about it? How did you deal with it?

Build Background

Elie Wiesel (e'lē vē zel') was born in 1928. He spent his childhood in Sighet, Rumania, with his parents and three sisters. In the spring of 1944, Wiesel's life changed forever. Fifteen-year-old Elie and his family were sent to Auschwitz, a death camp in Poland.

- The Nazis were a political party that controlled Germany from 1933 to 1945 under Adolf Hitler.
- The Holocaust was the mass killing of European citizens—mostly Jews—by the Nazis during World War II.
- Approximately six million Jews were killed during the Holocaust.

Vocabulary

distinguished (dis ting' gwisht) *adj.* marked by excellence (p. 598). *The distinguished scientist spoke to the class about her research.*

achievements (ə chēv' mēntz) *n.* things completed with great effort or skill (p. 598). *Those who work hard at their studies should be proud of their achievements.*

recognition (rek əg nish' ən) *n.* favorable attention or notice (p. 599). *The volunteers received recognition from the city's mayor.*

tortured (tôr' chərd) *v.* caused to suffer extreme physical or mental pain (p. 600). *After being captured, the soldier was tortured by the enemy.*

Meet Michael A. Schuman



"All I've ever wanted to do since the second grade is write because it's what I do best."

—Michael A. Schuman

Biographer and Travel

Writer Michael A. Schuman began his writing career as a sportswriter and travel writer before writing nonfiction—mainly biographies for young adults. He says that writing biographies is exciting because he gets to interview fascinating people. Over the years, he has met politicians, inventors, cartoonists, actors, and famous authors.

Literary Works Schuman has written more than ten biographies. *Elie Wiesel: Voice from the Holocaust* was published in 1994.

Michael A. Schuman was born in 1953.



Literature Online

Author Search For more about Michael A. Schuman, go to glencoe.com and enter QuickPass code GL19756u5.

596 UNIT 5 What Brings Out the Best in You?

English Learners

DIFFERENTIATED INSTRUCTION



PARTNERS Vocabulary Preteaching Have students work in pairs to make a vocabulary matching game. Have students write each word on a separate index card. Have them make a set of definition cards by writing the definition for each word on a

separate card. Have students shuffle the cards and place them face down. Students can take turns flipping over the cards and reading the definitions aloud until they match each word with its definition.

Approaching Level

DIFFERENTIATED INSTRUCTION



PARTNERS Vocabulary Preteaching Refer students to the vocabulary words on the page above. Have students work in pairs to write a dialogue in which they use as many of these words as possible. When they have finished, have students act out their dialogues for the class.

Set Purposes for Reading

BQ BIG Question

As you read, ask yourself, what qualities does Wiesel call on to turn a horrible experience into something meaningful?

Literary Element Author's Purpose

The **author's purpose** is the author's reason for writing. The purpose may be to entertain, to inform, to persuade, or to express emotion. Sometimes an author will have more than one purpose. In this excerpt from *Elie Wiesel: Voice from the Holocaust*, one purpose is to inform readers about the life of a man of great courage.

Recognizing the author's purpose helps you set your own purpose for reading. When the purpose is to inform, you look for important details, such as facts, as you read. You also consider what the author is trying to teach you.

As you read, ask yourself, how do the facts and personal experiences the author includes help me determine his purpose for writing?

Reading Skill Analyze Tone

Tone is the author's attitude toward a subject. To **analyze tone**, think about the language the author uses to describe the subject. The author might use strong, emotionally charged words to create a humorous, angry, or admiring tone. Or the author might use facts and unemotional descriptions to create a reasonable, unbiased tone.

Analyzing tone can help you better understand the author's message and purpose for writing.

To analyze tone, pay attention to

- details used to describe events
- elements such as word choice, punctuation, sentence structure, and figures of speech
- how word choices reflect the author's feelings and attitudes

As you read, you may find it helpful to use a graphic organizer like the one below.

Words and Details in Text	How They Reveal Author's Attitude

Learning Objectives

For pages 596–603

In studying this text, you will focus on the following objectives:

Literary Study:

- Analyzing author's purpose.
- Analyzing tone.

TRY IT

Analyze Tone You receive two letters in the mail. The first is a birthday invitation that says, "Hurray! You're invited to a special party!" The second is a notice that says, "Your library book is overdue. Please return it immediately." What is the tone of the first letter? The second letter?

Before You Read

Focus

Summary

The excerpt begins as Elie Wiesel receives the Nobel Peace Prize in 1986. It then describes Wiesel's experiences as a victim of the Holocaust. Wiesel has spent his life teaching about the crimes committed by the Nazis.

For summaries in languages other than English, see Unit 5 Teaching Resources, pp. 20–25.

Literary Element

Author's Purpose Have students think about how their personal experiences affect how they write and what they write about. After a discussion, review author's purpose.

Reading Skill

Analyze Tone Tell students that they use and interpret tone during every conversation. Say aloud the line "It's lunch time" in different tones of voice and have students interpret your tone.

TRY IT

cheerful, delighted; serious, stern

from Elie Wiesel: Voice from the Holocaust 597

Approaching Level

DIFFERENTIATED INSTRUCTION

Emerging Have students create a chart for the selection vocabulary words. As they read each word in the text, have them write down what they think the author's tone is based on his use of the word.

Vocabulary	Tone
distinguished	
achievements	
recognition	
tortured	

English Learners

DIFFERENTIATED INSTRUCTION

PARTNERS Beginning English Learners may find it helpful to have additional practice with tone. Have students pair up and spread out across the room. Each student should write two or three sentences, then speak each sentence aloud. The partner should repeat the sentence in the same tone of voice.

Teach

Literary Element

1

Author's Purpose The author wants to introduce Wiesel and emphasize one of his most important achievements, receiving the Nobel Peace Prize.

For additional literary element practice, see Unit 5 Teaching Resources, p. 26.

Language History

Podium The word *podium* comes from the Latin *podium*, meaning "elevated place," and the Greek *podion*, from the word *pous*, meaning "foot."

For an audio recording of this selection, use Listening Library Audio CD-ROM.

Readability Scores

Dale-Chall: 8.5
DRP: 64
Lexile: 1310

from Elie Wiesel: Voice from the Holocaust

Michael A. Schuman

The people in the audience, all **distinguished** men and women, listened intently to every word spoken by the shy, sad-eyed man standing at the **podium**. Except for the clicking of camera shutters, there was hardly a sound from those gathered in the ceremonial hall at the University of Oslo in Norway. They paid rapt attention to the speaker, who was talking of his experience of both horrors and honors as he accepted the greatest award of his life.

The lecturer was Elie Wiesel and he was receiving the Nobel Peace Prize for 1986. Nobel Prizes pay tribute each year to men and women whose **achievements** have affected citizens all over the world. Nobel Prizes are awarded in the sciences, literature, and economics, but the Nobel Peace Prize could be the most highly regarded of them all. Wiesel was chosen for his work as a writer, teacher, philosopher,¹ and advocate² of peace.

¹ A **philosopher** is someone who studies the meaning and purpose of human life.

² An **advocate** is someone who publicly works in support of a cause.

Vocabulary

distinguished (dis ting' gwisht) *adj.* marked by excellence

achievements (ə chēv' mǎntz) *n.* things completed with great effort or skill

Visual Vocabulary

A **podium** is a place or structure from which to address a group. The raised platform an orchestra conductor stands on is also called a podium.



Author's Purpose Why do you think the author begins the paragraph with this information?

598 UNIT 5 What Brings Out the Best in You?

Reading Practice



Predict Remind students that making predictions keeps readers thinking while they read so that they can be more active readers. Predicting creates a purpose for reading and makes it more interesting. Have students reread the first paragraph of the

selection. Ask them to write down what they think the selection will be about based on clues in this first paragraph. When they have finished reading the entire selection, ask students to review their predictions to see how accurate they were.

Teach

Reading Skill

2

Analyze Tone The tone is very serious. It suggests that something terrible is going to happen to the Wiesel family.



For additional reading skill or strategy practice, see Unit 5 Teaching Resources, p. 27.

Cultural History

Alfred Nobel The Nobel Prize is named for Alfred Bernhard Nobel, a Swedish inventor, engineer, and chemist. Although known principally for establishing a fund for the prize that bears his name, Nobel, an enthusiastic researcher of explosives technology, is also known as the inventor of dynamite. Patented in 1867, the powerful explosive quickly grew popular around the world for its usefulness in tunnel, road, and railway construction.



Children and other prisoners liberated by the U.S. Army march from Buchenwald concentration camp in April 1945. The tall youth in the line at left, fourth from the front, is Elie Wiesel.

2

There was a time in Wiesel's life when it looked as if he would never live to become an adult, let alone win such special **recognition**. Wiesel grew up in a village in Rumania³ in eastern Europe with his parents and three sisters in the 1930s. In 1939, World War II broke out, and their lives were changed forever.

Most young people at age fifteen spend their time attending school, playing sports, or falling in love for the first time. But when Elie was fifteen, he and his family were taken from their home by police serving the German Nazis who had occupied Rumania. Under Adolf Hitler, who had established what was likely the most brutal dictatorship⁴ in the twentieth century, the Nazis had embarked on a course of evil that included killing all Jewish people as well as many others they considered inferior to themselves.

³ **Rumania** is another way to spell *Romania*.

⁴ A **dictatorship** is a form of government in which a ruler has total control.

Vocabulary

recognition (rek əg nish'ən) *n.* favorable attention or notice

Analyze Tone What is the tone of this paragraph? What does the tone suggest will happen?

from Elie Wiesel: *Voice From the Holocaust* 599

English Learners

DIFFERENTIATED INSTRUCTION



Beginning Remind students of the alternate spelling of *Romania*: *Rumania*. Invite English learners to share the names and spellings of their home countries. Have students compare these names and spellings to the American English names and spellings of these countries. Have students use print or online resources to find the native spellings of other countries.

Intermediate Point out to students the phrase *their lives were changed forever*. Ask students what they think the expression *changed forever* means. If students are having trouble understanding, explain that this hyperbole means "a very big change" and implies that the people's lives were never the same after this change.

UNIT FIVE

Teach

Literary Element

1

Author's Purpose Students may say that the author includes this information both to relate Wiesel's personal experience of the Holocaust and to inform the reader about how people were put to death by the Nazis. **Ask:** **What might the author want you to feel by including this information?** (To feel horrified by the systematic murder of people)

BQ BIG Question

He writes books and tells others about his experiences to try to ensure that such a catastrophe will never happen again. **Ask:** **Why might "this type of terror" happen again if people did not learn about it?** (*Signs of such political terror could go ignored; the devastation could happen again if similar political circumstances arose.*)

Political History

Adolf Hitler In 1934, Hitler and the Nazi party rose to power partly due to the great economic hardships and social unrest in Germany after World War I. Hitler promised the German people that he would bring prosperity and glory back to Germany.

Writing Practice

SPIRAL REVIEW **Biography vs. Autobiography** Remind students that a biography is an account of someone's life written by someone else. An autobiography is an account of one's own life. A biography consists of an interpretation of the information recorded about a person, whereas an autobiography consists of an

The Nazis had conquered almost all of Europe and in each of the countries they occupied, they captured Jews who were living peacefully in towns or villages and sent them to concentration camps, confined areas like prisons where they had to work as slaves. Many of the Jews were **tortured** and most were later put to death at separate death camps, which were built specifically for killing Jews and other "undesirables" like Gypsies. In many cases, the death camps were on the grounds of the larger concentration camps.

1

The Wiesel family was first sent to Auschwitz,⁵ a concentration camp in Poland, where Elie's youngest sister and his mother were killed in gas chambers, small rooms filled with poisonous gas. His two older sisters were separated from the family and taken elsewhere. Meanwhile, Elie and his father were transported to a concentration camp in Germany called Buchenwald,⁶ where his father died from hunger and disease. It was only after the U.S. Army liberated⁷ Buchenwald three months later that Elie, then sixteen, was rescued.

As an adult, Wiesel used the memories of his terrifying teenage years to try to ensure that such a catastrophe would never happen again. He did so by writing books and teaching at colleges about his experiences, warning that this type of terror could be repeated if bad dictatorships were not challenged, and advocating fair treatment for all oppressed⁸ peoples of the world. A religious man, Wiesel has spent his life urging people to reject bigotry,⁹ hatred, and violence.

In fact, Wiesel is given credit as one of the first people to use the term *Holocaust* to describe the Nazi mass killings, a word that is accepted by most people as the official label for those murders.

⁵ **Auschwitz** (oush'vits)

⁶ **Buchenwald** (book'en wôld')

⁷ When the U.S. Army **liberated** Buchenwald, they freed the prisoners there.

⁸ People who are **oppressed** are treated cruelly and unjustly by a force or an authority.

⁹ **Bigotry** is extreme prejudice or narrow-mindedness.

Vocabulary

tortured (tôr' chôrd) v. caused to suffer extreme physical or mental pain

600 UNIT 5 What Brings Out the Best in You?

Author's Purpose Why does the author include this information?

BQ BIG Question

How has Wiesel turned a terrible experience into something good?

author's perceptions of his or her own life. As they continue reading, ask students to jot down ideas about how Schuman's biography might differ from an autobiography written by Wiesel. Have students use these ideas to write a paragraph about what Wiesel could write about in great detail that Schuman could not.

Teach

Reading Skill

2

Analyze Tone The tone becomes uplifting and positive. The author admires Wiesel and emphasizes this by describing him and the applause he receives in a positive way.

Say: **The author describes Wiesel's thoughts in the last sentence even though the author does not know exactly what Wiesel is thinking. Do you think the author's description could be accurate? Why?**



To check students' understanding of the selection, see Unit 5 Teaching Resources, pp. 31–32.



Elie Wiesel speaks at a press conference after winning the Nobel Peace Prize in 1986.

As he gave his acceptance speech in Oslo, Wiesel brought his fourteen-year-old son up to the podium, to demonstrate the fact that despite years of oppression, Jews continued to survive.

There was a bit of irony in the awarding of Wiesel's 1986 prize. Exactly fifty years earlier, the Nobel Peace Prize was given to a German pacifist named Carl von Ossietzky, who had tried to warn the people of his country about the growing strength of the Nazi party and the menace to peace it represented. Many at the time, even those who were moderates, denounced the honoring of Ossietzky with the prize as being an insult to the German government. Wiesel's message about speaking out and challenging evil leaders seemed even more poignant¹⁰ with that anniversary in mind.

At the end of his speech, Wiesel thanked the Norwegians, who responded by applauding in gratitude. As he left the auditorium and walked out into the cold Oslo afternoon, people on the street applauded him too. Smiling, Wiesel turned to his family and friends and hugged them, realizing that his survival had meaning for humankind. 🧡

2

Analyze Tone How does the tone change? How is it a clue to the author's attitude toward Wiesel?

¹⁰ Something that is **poignant** (poin'yənt) makes one feel sad or thoughtful.

from Elie Wiesel: Voice From the Holocaust 601

English Learners

DIFFERENTIATED INSTRUCTION



Beginning Point out to students the phrase *advocating fair treatment*. Remind students that an advocate is someone who works for a cause. Ask students what they think the verb *advocate* means.

Intermediate Point out to students the word *oppressed* in the phrase *oppressed peoples of the world*. Have students look up the related words *suppress* and *repress*. Ask students to discuss the differences between these words.

After You Read

Assess

For additional assessment, see Assessment Resources, pp. 131–132.

Respond and Think Critically

Possible answers:

1. The Nobel Peace Prize is awarded yearly to someone whose work for peace has affected people worldwide.
2. Wiesel and his family were sent to concentration camps. Most of his family did not survive, but Wiesel was rescued when the U.S. Army liberated Buchenwald.
3. It reveals their prejudice in believing that people who were different were inferior to them.
4. Students might observe that peace enables people to live normal lives and pursue their own goals.
5. Students might observe that war and prejudice are still problems.
6. Wiesel turned his experience into a lesson that benefits all humanity by working to warn others of the dangers of unjust governments.

Vocabulary Practice

1. B
2. B
3. A
4. A

Academic Vocabulary

reject

Definition: refuse to accept or believe

Sample synonyms: *refuse, deny*

Sample antonyms: *accept, welcome*

Sample sentence: My neighbor rejected my offer to mow his lawn.

After You Read

Respond and Think Critically

1. What is the Nobel Peace Prize? To whom is it awarded? Why is it important? [Recall]
2. Using your own words, tell what happened to Wiesel and his family during World War II. [Summarize]
3. What does it say about the Nazis that they labeled certain groups of people as “undesirable”? [Interpret]
4. Why do you think the Peace Prize is valued above all other Nobel awards? [Analyze]
5. Why is Wiesel’s message of peace still important today? [Evaluate]
6. **BQ** **Big Question** How did Wiesel’s experience during World War II bring out the best in him? How can Wiesel’s inner strength serve as an example for others? [Conclude]

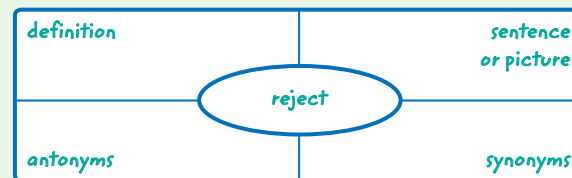
Vocabulary Practice

Choose the sentence that correctly uses the vocabulary word.

1. **A.** We reached **achievements** about dividing up the project.
B. His **achievements** include serving as team captain.
2. **A.** The family decided to stay home because of the **recognition** of traveling during the snowstorm.
B. Julia received **recognition** for her paintings in the art display.
3. **A.** Some war prisoners were **tortured** by their captors.
B. Miles was **tortured** to discover that he had won the prize.
4. **A.** The **distinguished** professor had received many awards.
B. Alan was **distinguished** to make it to school on time.

Academic Vocabulary

A religious man, Wiesel has spent his life urging people to **reject** bigotry, hatred, and violence. To become more familiar with the word *reject*, fill out a graphic organizer like the one below.



TIP

Evaluating

Remember that when you evaluate, you assess or judge an idea’s worth.

- Think about why peace is important to you, your family, and your friends.
- Consider the world today. Are any countries at war? Are any groups oppressed or persecuted?
- Use your own experiences and knowledge of the world to assess the importance of Wiesel’s message of peace.

FOLDABLES Study Organizer

Keep track of your ideas about the **BIG Question** in your unit Foldable.

Literature Online

Selection Resources

For Selection Quizzes, eFlashcards, and Reading-Writing Connection activities, go to glencoe.com and enter QuickPass code GL19756u5.

602 UNIT 5 What Brings Out the Best in You?

Progress Check

Can students comprehend vocabulary?

If...fewer than 2 answers are correct

Then... Glencoe Interactive Vocabulary CD-ROM.

Literary Element Author's Purpose

Test Skills Practice

- 1. Why did the author write this biography?
 - A. to persuade readers to oppose the Nazis
 - B. to describe the Americans' role in World War II
 - C. to inform readers about Elie Wiesel's courageous life
 - D. to explain how to win the Nobel Peace Prize

Review: Narrator

As you learned on page 11, a **narrator** is the person who tells a story. In a biography, the narrator, or author, must interpret the facts of a person's life. The author's opinions and purpose for writing can affect the way the author tells the biography.

- 2. Think about biographies you have read. What would make you trust or distrust the narrator, or author, of a biography?
- 3. The author describes the hardships Wiesel endured in concentration camps. Can you trust the author's description of these camps? Why or why not?

Reading Skill Analyze Tone

- 4. How would you describe the overall tone of this selection? Look at the words below and see whether any of them fit, or choose your own words.
lighthearted admiring humorous serious anxious respectful
- 5. What is the author's attitude toward Hitler and the Nazis? Find two words or phrases from the selection that reveal the author's attitude toward them.

Grammar Link

Conjunctions A **conjunction** is a word that connects words or groups of words.
Coordinating conjunctions join words or groups of words that are equal in importance. For example:

In 1939 World War II broke out, *and* many lives were changed forever.

Subordinating conjunctions join a dependent clause (a group of words that cannot stand alone) to a main clause (a group of words that can stand alone). For example:

As he gave his acceptance speech in Oslo, Wiesel brought his fourteen-year-old son up to the podium.

Practice

Look for three sentences in the biography that have conjunctions. Then write your own sentences with conjunctions.

Research and Report

Internet Connection Go to the Nobel Foundation's Web site at www.nobelprize.org. Use menus, links, and keyword searches to look up the names of the winners of the Nobel Peace Prize for the last ten years. Record information on a chart like the one below. Then choose one prizewinner and read his or her biography online. Write a brief summary of the prizewinner's life.

Year	Name of Winner	Home Country	Accomplishments

from Elie Wiesel: Voice from the Holocaust 603

After You Read

Assess

Literary Element

- 1. C. The author wishes to inform readers about the courageous life of Elie Wiesel.
- 2. Usually, if a biographer supplies details he couldn't possibly know, such as thoughts and feelings of the people he is writing about, it becomes hard to trust his story.
- 3. The author did not experience the hardships of Elie Wiesel. His understanding of Wiesel's life is limited to a second-hand account.

Reading Skill

- 4. Possible response: The tone is serious, admiring, and respectful.
- 5. The author feels that Hitler and the Nazis were terribly cruel and evil. Hitler established a "brutal dictatorship," and the Nazis embarked on a "course of evil."

Research and Report

Internet Connection Check students' charts. Summaries should focus on the accomplishments that led to the winning of the Nobel Peace Prize.

Grammar Link

Possible answers: "The lecturer was Elie Wiesel and he was receiving the Nobel Peace Prize for 1986."
"There was a time in Wiesel's life when it looked as if he would never live to become an adult, let alone win such special recognition."
"Most young people at age fifteen spend their time attending school, playing sports, or falling in love for the first time."

Sample sentences: As I ran for the bus, it pulled away from the curb.
Lee wanted to buy the T-shirt, but he didn't have enough money.
Before Roma was voted president of our class, she served as treasurer.

For grammar practice, see Unit 5 Teaching Resources, p. 30

Focus

Summary

In the Terezin concentration camp in Czechoslovakia, Friedl Dicker-Brandeis secretly gave art lessons to the imprisoned children. Lookouts watched for approaching guards so that the students could hide their materials before being discovered. Friedl often held classes in attics to avoid suspicion. Through drawing, children in the camp found a way to release their fears and express their hopes and dreams.

For summaries in languages other than English, see Unit 5 Teaching Resources, pp. 33-38.

Teach

Political History

Czechoslovakia Terezin is now in the Czech Republic, a country once geographically united with Slovakia and known as Czechoslovakia. During the Cold War that followed World War II, the Soviet Union held the country in its dominion. In 1993, with the Cold War over, Czechoslovakia was split into the Czech Republic and Slovakia.

ENGLISH LEARNERS **Ask:** *How can you split up the word Czechoslovakia to get the names of the two countries that exist today?* (Czech and Slovakia are parts of the word Czechoslovakia.)

For an audio recording of this selection, use Listening Library Audio CD-ROM.

Readability Scores

Dale-Chall: 6.1
DRP: 59
Lexile: 950



Cultural Perspective

on *Elie Wiesel: Voice from the Holocaust*
by Michael A. Schuman

Learning Objectives

For pages 604–606

In studying this text, you will focus on the following objective:

Reading: Analyzing historical context.

The Secret Schools

by Susan Goldman Rubin



Sydney Taylor Honor

Set a Purpose for Reading

Read to learn what life was like for Jewish children during World War II at Terezin, a concentration camp in Czechoslovakia.

Build Background

During the Holocaust, an artist and art teacher named Friedl Dicker-Brandeis was sent to the Terezin camp. She was determined to bring art to the children of the camp.

Reading Skill Analyze Historical Context

To analyze the historical context of a literary work, you consider the social, artistic, intellectual, and political forces that influenced the time period. As you read, take notes about the lives of children at Terezin. Use a chart like the one below to record these details.

Children at Terezin	Details

School was not allowed at Terezin. The Nazis¹ only permitted the Jewish children to study music and crafts such as sewing, embroidering,² and making pleasant, decorative pictures and greeting cards. So Friedl and the other tutors taught other subjects in secret. During lessons one of the students was posted outside as a lookout. If the ghetto³ guards or an SS⁴ man came along, the lookout gave a signal. Then all the students quickly hid their drawings, exercise books, and pencils and started singing or cleaning the room. Kurt Jiří Kotouč, who lived

¹ **Nazis** were members of a political party under Adolf Hitler that controlled Germany from 1933 to 1945.

² **Embroidering** is decorating fabric with a design in needlework.

³ A **ghetto** was a section of a city where Jews were required to live.

⁴ The **SS** was a Nazi group that ran the concentration camps.

604 UNIT 5 What Brings Out the Best in You?

Reading Practice

Historical Nonfiction Explain to students that historical nonfiction is writing that tells about real people, real places, and real events in the past. Biographies, autobiographies, essays, letters, and documents are some examples of historical nonfiction. Reading historical nonfiction can help students gain an understanding of past events and of how people lived, spoke, and dressed. **Say:** *Suppose that you are writing about the life of a sixth-*

grade student in today's world. What events or information would you include in a historical essay about life in sixth grade? Help students determine significant information to mention and write their ideas on the board. Discuss why they represent this particular time in history.

in L417, remembered that classes were “mainly held in the attics, where there was less danger that the SS would suddenly burst in on us.”

Since there were no textbooks, the tutors wrote down what they knew about their subjects from memory, and they shared the books they had brought. Children fourteen and older had to work all day, so they studied at night or early in the morning, and on Sunday.

Friedl went from room to crowded room giving lessons to anyone who was interested—even to sick children in the hospital. She was small and lively, and many of the children were

taller than she was. Friedl brought paper, paint, and pencils.

Everyone waited eagerly for a turn to work with Friedl, especially the girls in Room 28. “She was cheerful, very gentle and patient,” remembered Raja Englanderová-Žákníková. In Room 28 there was only one table, recalled Helga Polláková-Kinsky, so the girls drew in their bunks. Or they “squeezed somewhere and worked on their knees,” said Dita Polachová-Kraus. Sometimes they went to Friedl’s room.

Through art, Friedl helped the children escape mentally. “She wanted us to get away and go into a nice world,” said Helga.



The Seder Supper. Eva Meitnerova. Museum of the Old Jewish Cemetery, Prague.

The Secret Schools **PERSPECTIVE** 605

English Learners

DIFFERENTIATED INSTRUCTION

Beginning English Learners may have difficulty with the idiom “escaping mentally.” Ask students to discuss the word *imagination* and how it can “take” us to another place. Then have students discuss how drawing and other artistic activities release the imagination.

Approaching Level

DIFFERENTIATED INSTRUCTION

Partners Emerging Have students make illustrations of the children “escaping mentally” through art or poetry. Suggest ideas for these illustrations, such as straightforward pictures of the children drawing or writing or more abstract pictures of the children’s dreams and fears.

Cultural Perspective



Teach

BQ BIG Question

As they read, have students think about how adverse circumstances brought out the best in the prisoners, old and young alike.

View the Art

Ask: How might drawing a picture like this one help a child in the camps? (Students may say that children would be comforted by imagining a familiar family scene.)

Reading Skill

Analyze Historical Context Ask: Why did the tutors share the books they had brought to the camp? How did this help them to teach the children? (They shared the books so they could help each other be better teachers for the children.)

Cultural History

Theresienstadt Known to the Nazis by this name, Terezin was taken over by the Nazi SS in 1941. The concentration camp at Terezin imprisoned many highly educated and talented Jews, including politicians, writers, and artists. Along with Friedl Dicker-Brandeis, the prisoners of Theresienstadt refused to let their incarceration get in the way of education.



Assess

Respond and Think Critically

Possible answers:

1. Tutors held classes in secret. Friedl helped the children escape mentally. Children drew and wrote poems to express their feelings.
2. These activities seemed harmless and occupied the children's time. Since educated people are not easily led, the Nazis wouldn't want to encourage the children.
3. The children looked forward to her visits because she understood and helped them express their fears.
4. Wiesel was fifteen when he was sent to the camps where his family died. As an adult, he wrote about his experiences to warn others about hatred and bigotry. Children at Terezin drew pictures to express feelings and to regain hope.
5. The resistance was important because it kept hope alive. It taught the children not to accept unfair treatment.
6. Friedl risked teaching the children when it was forbidden. The children used drawing to help express their feelings about a situation that was out of their control.



Girls Dancing in a Meadow. Anita Spitzova. Museum of the Old Jewish Cemetery, Prague.

Some children expressed their fear by writing poems in their free time. Other children couldn't put their feelings into words, so they used a secret code—the secret code of drawing that Friedl understood. Under her guidance they drew pictures showing what they dreaded most: transports.⁵

⁵ Here, **transports** are trains used to carry prisoners from Terezin to death camps.

And to comfort themselves, they drew their dreams. Helga painted a meadow at sunset. In the world of her drawing there was no danger, no threat of transport, and while she was drawing she felt safe and good. From morning till night, in their free time, the children kept drawing. Friedl encouraged the children to talk about their artwork. Discussion helped calm them and restore their hope.

Respond and Think Critically

1. Write a brief summary of the main ideas in this excerpt. For help on writing a summary, see page 170. [\[Summarize\]](#)
2. Why do you think the Nazis permitted Jewish children to study only music and crafts such as sewing and making greeting cards? [\[Interpret\]](#)
3. What effect did Friedl's visits have on the children? Why? [\[Analyze\]](#)
4. **Text to Text** How would you compare the experiences of Elie Wiesel with the children's experiences at Terezin? [\[Connect\]](#)
5. **Reading Skill** [Analyze Historical Context](#) What made the tutors' refusal to obey the Nazis at Terezin so important?
6. **BQ** **BIG Question** How do Friedl and the children use inner strength to bring out the best in themselves under terrible circumstances?

606 UNIT 5 What Brings Out the Best in You?

Research Practice



Research Remind students that to write research reports, they must first explore a topic by gathering factual information from several different resources. As they research, they should begin to form a point of view or draw conclusions. Have students form small research groups and then use print and online resources to research more about the Terezin

concentration camp. Encourage them to find the names of other important figures involved with the camp as well as important occurrences during the camp's existence. Have each group share one or two interesting facts with the class.



Writing Practice

Reflective Essay Note that Helga says of Friedl's art instruction, "She wanted us to get away and go into a nice world." **Ask:** [Have you ever stared at a painting, listened to music, watched a dance, or seen a movie that transported you in your mind to a different place or time?](#) Ask students to write essays in which they reflect on the power of artistic expression to take them out of their world and send them to another.

Before You Read

Primary Lessons

Connect to the Autobiography

Think about your first day of school. What did you expect to happen? What actually occurred?

Quickwrite Freewrite for a few minutes about your first day of school. How did you feel going to school for the first time? What did you learn? If you cannot remember your first day, choose another memorable school day.

Build Background

"Primary Lessons" takes place in Puerto Rico in the late 1950s. Puerto Rico is a commonwealth of the United States. It is a tropical island in the Caribbean Sea about one thousand miles southeast of Florida.

- Puerto Rico is a little larger than the state of Delaware and has a population of nearly four million people.
- In 1917 Puerto Ricans were granted U.S. citizenship.
- Puerto Rico has two official languages, Spanish and English.



Vocabulary

chaos (kā'os) *n.* total confusion and disorder (p. 610).
On moving day, our house was in complete chaos.

defiance (di fī'əns) *n.* bold resistance to authority (p. 611).
The baker kept his shop open in defiance of the king's order.

indifference (in dif'ər əns) *n.* lack of feeling or concern (p. 611). *They were shocked at the queen's indifference to her people.*

relish (rel'ish) *v.* to enjoy (p. 616). *Alisa and I relish the chance to solve the problem.*

Meet Judith Ortiz Cofer



"The women in my family were wonderful storytellers who infected me at a very early age with the desire to tell stories."

—Judith Ortiz Cofer

Between Two Cultures Born in Puerto Rico, Judith Ortiz Cofer grew up in New Jersey with Spanish-speaking parents. She often writes about things that happened to her when she was a child. Through her writing, she shows readers ways to adapt to new places and new cultures.

Literary Works Cofer has written short stories, essays, novels, and poems. "Primary Lessons" is from *Silent Dancing: A Partial Remembrance of a Puerto Rican Childhood*.

Judith Ortiz Cofer was born in 1952.



Literature Online

Author Search For more about Judith Ortiz Cofer, go to glencoe.com and enter QuickPass code GL19756u5.

Before You Read

Focus

Bellringer Options



Literature Launchers: Pre-Reading Videos DVD, Selection Launcher

Selection Focus Transparency 13

Daily Language Practice Transparencies 129, 130

Or say: You learn a lot of different things at school, such as mathematics and writing research papers. You also learn real-life lessons, such as how to get along with other people or how to be a dependable person. Write down what you think are the three most important real-life lessons you have learned. Invite students to share the real-life lessons they've learned.

Vocabulary

Divide the class into groups of three or four. Each group should discuss the vocabulary words and devise a way to act out each word as a group. Encourage students to create brief plays for each word instead of simple charades. Plays could include dialogue and props that help illustrate the vocabulary word. Alternatively, divide the class into four groups and assign each group a single vocabulary word to portray in a short play.



For additional vocabulary practice, see Unit 5 Teaching Resources, p. 51.



For additional context, use Glencoe Interactive Vocabulary CD-ROM.

Primary Lessons 607

English Learners

DIFFERENTIATED INSTRUCTION



Vocabulary Preteaching Say: A good way to learn new vocabulary is to use the new words in your own writing. Have students write a paragraph about a childhood experience. Instruct them to use at least three of the four vocabulary words in their paragraphs.

Approaching Level

DIFFERENTIATED INSTRUCTION



Vocabulary Preteaching Have students discuss relationships between the vocabulary words. Guide students through the discussion. Possible relationships: If a group of people feels *indifference* toward an authority figure, the people probably won't act in *defiance* of this authority figure; when the people acted in *defiance*, *chaos* erupted.

Before You Read

Focus

Summary

Six-year-old Judith Ortiz Cofer’s family temporarily moves back to Puerto Rico, where Cofer must attend school. When Cofer is chosen to open the PTA meeting because a lively boy can’t afford a suit, she learns an uncomfortable lesson in prejudice.

For summaries in languages other than English, see Unit 5 Teaching Resources, pp. 43–48.

Literary Element

Author’s Perspective To answer the question about author’s perspective, students will need to understand how their perspective changes with age. Have students discuss something they know or understand now that they didn’t when they were younger.

Reading Skill

Analyze Cultural Context Point out that we live in our own cultural context: the United States in the 21st century. **Ask:** **What cultural features might interest a stranger?** (*movies that are popular; jobs that are highly paid; technology that is prevalent*)

TRY IT

Students should comment on what people’s clothing and technology say about their world.

Other options for teaching this selection can be found in

- Interactive Read and Write for On-Level Learners, pp. 211–226
- Interactive Read and Write for English Learners, pp. 211–226
- Interactive Read and Write for Approaching Level Learners, pp. 211–226

Set Purposes for Reading

BQ BIG Question

As you read, ask yourself, what does the author learn from this childhood experience?

Literary Element Author’s Perspective

An **author’s perspective** is the combination of experiences, values, and ideas that shape the way the author looks at the world. In “Primary Lessons,” the author has two perspectives. She describes her childhood and how she felt about it as a child. But she also comments as an adult, with the added perspective of age, education, and experience.

Being aware of the author’s perspective helps you understand why the author has chosen to tell a story in a certain way.

As you read, ask yourself, when is the author writing from her childhood perspective? When is she commenting as an adult?

Reading Skill Analyze Cultural Context

The **cultural context** of a work includes the customs, beliefs, attitudes, and relationships that are typical of a given time and place. “Primary Lessons” takes place in Puerto Rico in the 1950s.

Analyzing cultural context helps you understand the plot and why characters act as they do. In an autobiography, cultural context also gives you insight into the author’s perspective.

To analyze cultural context, pay attention to

- how the characters live and work
- the dialect or language(s) the characters speak
- what the characters value

Then think about what these details tell you about the time and place. As you read, you may find it helpful to use a graphic organizer like the one below.

Detail	What It Reveals
Everything at school is color-coded.	The school has strict rules.

Learning Objectives

For pages 607–619

In studying this text, you will focus on the following objectives:

Reading: Recognizing author’s purpose.

Drawing conclusions about author’s beliefs, meaning, culture, or theme.

Literary Study: Analyzing cultural context.

TRY IT

Analyze Cultural Context Look at an old newspaper or magazine photo. What are people wearing? What technology can you see around them? What do these clues tell you about their culture?

608 UNIT 5 What Brings Out the Best in You?

Reading Practice



Question Explain to students that when something in the text triggers a question, the answer might not be given immediately. Tell students that they keep the question in mind as they continue to read, especially if the author wants to build suspense. Suggest that they

write down the question to refer to later. They should also consider reviewing what they have already read. **Ask:** **Why are schools color-coded? Where can you find this answer?** (*to identify them as government property—explained in the first paragraph of the story.*)

Teach

Reading Skill

1

Analyze Cultural Context Students may say that the school seems strict and traditional since everyone has to wear uniforms and everything is color-coded.



For additional reading skill or strategy practice, see Unit 5 Teaching Resources, p. 50.

Political History

Slavery in Puerto Rico Segundo Ruiz Belvis was an important figure in the abolition of slavery in Puerto Rico. In the 1860s, Ruiz Belvis presented to the Spanish government a plan to abolish slavery. The plan disturbed Spain and the local Puerto Rican colonial government, creating strife between abolitionists and the authorities. This strife built up to the Cry of Lares on September 23, 1868, a small rebellion led by Puerto Rican independence fighters. Although unsuccessful, this rebellion was a step toward the abolition of slavery as well as a more independent status for Puerto Rico.

Readability Scores

Dale-Chall: 5.9

DRP: 57

Lexile: 1060

Primary LESSONS

Judith Ortiz Cofer

My mother walked me to my first day at school at La Escuela Segundo Ruiz Belvis,¹ named after the Puerto Rican patriot born in our town. I remember yellow cement with green trim. All the classrooms had been painted these colors to identify them as government property. This was true all over the Island.

Everything was color-coded, including the children, who wore uniforms from first through twelfth grade. We were a midget army in white and brown, led by the hand to our battleground. From practically every house in our barrio² emerged a crisply ironed uniform inhabited by the wild creatures we had become over a summer of running wild in the sun.

At my grandmother's house where we were staying until my father returned to Brooklyn Yard in New York and sent

1

Analyze Cultural Context
What have you learned so far about this particular school in Puerto Rico in the 1950s?

¹ *La Escuela* (lä es kwä'lä) means "school." *Segundo Ruiz Belvis* (sā goon' dō rōō' ēz bel' vēz) fought for Puerto Rico's independence from Spain in the 1800s.

² *Barrio* (bā' rē ō) refers to a Hispanic neighborhood.

Primary Lessons 609

English Learners

DIFFERENTIATED INSTRUCTION



Intermediate This selection provides a good opportunity for Spanish-speaking students to take leadership roles by translating Spanish words and concepts. Ask students to locate Spanish words and phrases in the text. Write the words on the board and invite Spanish-speaking students to translate them into English. If necessary, invite English-speaking students to write them in a way that

reflects more common English usage. Encourage students to ask their classmates questions to clarify word meanings.

Teach

Literary Element

1

Author's Perspective Students may point out that young children live from day to day and may not realize that it is impossible to return to the past.

For additional literary element practice, see Unit 5 Teaching Resources, p. 49.



Youngsters Trekking to Book Mobile Parked on Road, 1953.

1

for us, it had been complete **chaos**, with several children to get ready for school. My mother had pulled my hair harder than usual while braiding it, and I had dissolved into a pool of total self-pity. I wanted to stay home with her and *Mamá*, to continue listening to stories in the late afternoon, to drink *café con leche*³ with them, and to play rough games with my many cousins. I wanted to continue living the dream of summer afternoons in Puerto Rico, and if I could not have that, then I wanted to go back to Paterson, New Jersey, back to where I imagined our apartment waited, peaceful and cool for the three of us to return to our former lives. Our gypsy lifestyle had convinced me, at age six, that one part of life stops and waits for you while you live another for a while—and if you don't like the present, you can always return to the past. Buttoning me into my stiff blouse while I tried to squirm away from her, my mother tried to explain to me that I was a big girl now and should try to understand that, like all the other children my age, I had to go to school.

³ *Café con leche* (kā'fā kon lā'chā) is coffee with milk.

Vocabulary

chaos (kā'os) *n.* total confusion and disorder

Author's Perspective Why could this be seen as a childlike perspective on life?



Writing Practice



SPIRAL REVIEW
Autobiographical Narratives In autobiographical narratives, writers share experiences that deeply affected or changed them. These experiences may be dramatic adventures or, as in "Primary Lessons," they may be disquieting insights that change one's outlook on life. Have students

write autobiographical narratives about experiences that led them to important insights. They can use graphic organizers to collect their thoughts. Students should show the relationships among events, feelings, and responses, and describe how they arrived at an important insight.

Teach

Literary Element

2

Author's Perspective She thought that her situation was completely normal and that all American children grew up speaking two languages.

Vocabulary

3

Some students might be tempted to think the word *indifference* actually means “not different.” Suggest a better way to think about the word: “When I feel indifferent toward a person or subject, it makes no difference to me.”

Reading Skill

4

Analyze Cultural Context Possible responses: He wants his children to fit into American life; he wants his children to be able to communicate with other Americans in English.

“What about him?” I yelled pointing at my brother who was lounging on the tile floor of our bedroom in his pajamas, playing quietly with a toy car.

“He’s too young to go to school, you know that. Now stay still.” My mother pinned me between her thighs to button my skirt, as she had learned to do from *Mamá*, from whose grip it was impossible to escape.

“It’s not fair, it’s not fair. I can’t go to school here. I don’t speak Spanish.” It was my final argument, and it failed miserably because I was shouting my **defiance** in the language I claimed not to speak. Only I knew what I meant by saying in Spanish that I did not speak Spanish. I had spent my early childhood in the U.S. where I lived in a bubble created by my Puerto Rican parents in a home where two cultures and languages became one. I learned to listen to the English from the television with one ear while I heard my mother and father speaking in Spanish with the other. I thought I was an ordinary American kid—like the children on the shows I watched—and that everyone’s parents spoke a secret second language at home. When we came to Puerto Rico right before I started first grade, I switched easily to Spanish. It was the language of fun, of summertime games. But school—that was a different matter.

I made one last desperate attempt to make my mother see reason: “Father will be very angry. You know that he wants us to speak good English.” My mother, of course, ignored me as she dressed my little brother in his playclothes. I could not believe her **indifference** to my father’s wishes. She was usually so careful about our safety and the many other areas that he was forever reminding her about in his letters. But I was right, and she knew it.

Our father spoke to us in English as much as possible, and he corrected my pronunciation constantly—not “jes” but “y-es.” Y-es, sir. How could she send me to school to

3

Author's Perspective From the author’s childhood perspective, what was her situation like?

2

4

Analyze Cultural Context Why do you think the author’s father wants his children to speak proper English?

Vocabulary

defiance (di fī’əns) *n.* bold resistance to authority

indifference (in dif’ər əns) *n.* lack of feeling or concern

Approaching Level

DIFFERENTIATED INSTRUCTION



Established Remind students that dialogue is a conversation between two people. As part of a reading fluency exercise, ask one student to read Judith’s words and have another take her mother’s part. Instruct them to read only the words in quotation marks as the other students listen. Ask students to suppose that they are helping a director make

the first two pages of the selection into a movie. How should they handle the narrator’s thoughts? (*Possible responses: try to convey the narrator’s thoughts with facial expressions and body movements; include a voice-over of the author’s narration*)

Teach

Literary Element

1

Author's Perspective As a child, she sensed that school was a confining place where she would have to follow rules instead of being able to play and express herself as she wished. As an adult, she knows that she lost her freedom—especially the freedom of a “wild” imagination—when she started school.

Writer's Technique

Ask: What does the mix of Spanish and English (such as *Mamá* and *La Mrs.*) words in the story show about the author's cultural context? (Even languages were not separate. Her life was a mix of cultures.)

learn Spanish when we would be returning to Paterson in just a few months?

But, of course, what I feared was not language, but loss of freedom. At school there would be no playing, no stories, only lessons. It would not matter if I did not understand a word, and I would not be allowed to make up my own definitions. I would have to learn silence. I would have to keep my wild imagination in check.

1 Feeling locked into my stiffly starched uniform, I only sensed all this. I guess most children can intuit⁴ their loss of childhood's freedom on that first day of school. It is separation anxiety⁵ too, but mother is just the guardian of the “playground” of our early childhood.

The sight of my cousins in similar straits⁶ comforted me. We were marched down the hill of our barrio where *Mamá's* robin-egg-blue house stood at the top. I must have glanced back at it with yearning. *Mamá's* house—a place built for children—where anything that could be broken had already been broken by my grandmother's early batch of offspring (they ranged in age from my mother's oldest sisters to my uncle who was six months older than me). Her house had long since been made child-proof. It had been a perfect summer place. And now it was September—the cruelest month for a child.

La Mrs., as all the teachers were called, waited for her class of first-graders at the door of the yellow and green classroom. She too wore a uniform: it was a blue skirt and a white blouse. This teacher wore black high heels with her “standard issue.” I remember this detail because when we were all seated in rows she called on one little girl and pointed to the back of the room where there were shelves. She told the girl to bring her a shoebox from the bottom shelf. Then, when the box had been placed in her hands, she did something unusual. She had the little girl kneel at her feet and take the pointy high heels off her feet and

Author's Perspective As a child, what did the author understand about school? What does she know about it now?

⁴ When you *intuit* (in tōō'it) something, no one teaches or explains it to you; you just know it.

⁵ *Separation anxiety* is the fear that some people feel when they are separated from their loved ones.

⁶ Here, *straits* means “a troublesome or difficult situation.”

612 UNIT 5 What Brings Out the Best in You?

Reading Practice



Compare and Contrast The paragraph about “loss of freedom” (paragraph begins with “But, of course, what I feared...”) contrasts “childhood's freedom” with school. Draw a two-column chart on the board. Ask students to reread the paragraph and find

items related to freedom. (*playing, stories, making up my own definitions, imagination, playground*) Write these items on one side of the chart. Write items related to school on the other side. (*no playing, no stories, lessons, silence, controlling imagination, feeling locked*

in, stiff, starched, loss of childhood's freedom) Ask students what they think the author's reason is for developing the comparison at such length. Then ask if they agree with her comparison.

replace them with a pair of satin slippers from the shoebox. She told the group that every one of us would have a chance to do this if we behaved in her class. Though confused about the prize, I soon felt caught up in the competition to bring *La Mrs.* her slippers in the morning. Children fought over the privilege.

Our first lesson was English. In Puerto Rico, every child has to take twelve years of English to graduate from school. It is the law. In my parents' schooldays, all subjects were taught in English. The U.S. Department of Education had specified that as U.S. territory, the Island had to be "Americanized," and to accomplish this task, it was necessary for the Spanish language to be replaced in one generation through the teaching of English in all schools. My father began his school day by saluting the flag of the United States and singing "America" and "The Star-Spangled Banner" by rote,⁷ without understanding a word of what he was saying. The logic behind this system was that, though the children did not understand the English words, they would remember the rhythms. Even the games the teacher's manuals required them to play became absurd adaptations.⁸ "Here We Go Round the Mulberry Bush" became "Here We Go Round the Mango Tree." I have heard about the confusion caused by the use of a primer⁹ in which the sounds of animals were featured. The children were forced to accept that a rooster says *cockadoodledoo*, when they knew perfectly well from hearing their own roosters each morning that in Puerto Rico a rooster says *cocorocó*. Even the vocabulary of their pets was changed; there are still family stories circulating about the bewilderment of a first-grader coming home to try to teach his dog to speak in English. The policy of assimilation by immersion¹⁰ failed on the Island. Teachers adhered to it on paper, substituting their own materials

7 If you do a thing **by rote**, you do it without thinking about it, as if you were a machine.

8 **Absurd** means "ridiculous." An **adaptation** is something that is changed to meet the needs of a certain situation.

9 A **primer** (prim'ər) is a book used to teach children to read.

10 The **policy of assimilation by immersion** is the method of teaching English by conducting all schoolwork in English.

2

Analyze Cultural Context
What does this description tell you about the Americanization of Puerto Rico?

3

Author's Perspective
From a child's perspective, why would this be especially confusing?

UNIT FIVE

Teach

Reading Skill

2

Analyze Cultural Context The Americanization was superficial and didn't work very well.

Literary Element

3

Author's Perspective The children are forced to relearn words and sounds that seem completely natural to them. Since the children *have* roosters, they find it confusing to be told to change their interpretation of the sound a rooster makes.

Political History

Puerto Rico In 1917 Puerto Ricans became United States citizens. In 1952 Puerto Rico became a commonwealth of the United States. Today, the island is associated with the United States but has an independent government. Puerto Ricans share most of the rights and duties of U.S. citizens, but they do not pay federal income taxes and do not vote in national elections unless they live on the mainland. Puerto Ricans still debate over the island's status. **Ask:** **Should Puerto Rico remain a commonwealth, become independent, or become the fifty-first state of the United States?**

Primary Lessons 613

English Learners

DIFFERENTIATED INSTRUCTION



Beginning Visualizing strategies can help students relate to characters and give them a better understanding of the selection. You might employ a simple technique called *tableau*, or frozen pictures. Divide the class into groups and ask each group to choose a vivid scene from the selection. Instruct them to act out their

chosen scene. During each performance, freeze the action for a moment. Then tap students in the frozen picture to bring them to life. Have English Learners describe what happened in each *tableau*, rereading the passages from the story if necessary.

Approaching Level

DIFFERENTIATED INSTRUCTION



Emerging Follow the instructions for the *tableau* game in the English Learners activity, but instead of having each group prepare a scene, read a scene aloud for the group and have them act it out on the spot. When you freeze the action, read a new scene from the story for them to perform.

UNIT FIVE

Teach

Reading Skill

1

Analyze Cultural Context Students will probably say that this does not surprise them, since the children were not taught English very well and their parents spoke Spanish at home.

Literary Element

2

Author's Perspective It is from the adult perspective. The fact that the author can still recite these words as an adult, though they are as meaningless to her as ever, emphasizes how ineffective the English teaching was.

Cultural History

Roots The Puerto Rican people are descendants of Native Americans, Spanish settlers, and Africans brought over during the slave trade.

1 for the texts, and no one took their English home. In due time, the program was minimized¹¹ to the one class in English per day that I encountered when I took my seat in *La Mrs.*'s first-grade class.

Catching us all by surprise, she stood very straight and tall in front of us and began to sing in English: "Pollito—Chicken, Gallina—Hen, Lápiz—Pencil, Y Pluma—Pen."

"Repeat after me, children: Pollito—Chicken," she commanded in her heavily accented English that only I understood, being the only child in the room who had ever been exposed to the language. But I too remained silent. No use making waves, or showing off. Patiently *La Mrs.* sang her song and gestured for us to join in. At some point it must have dawned on the class that this silly routine was likely to go on all day if we did not "repeat after her." It was not her fault that she had to follow the rule in her teacher's manual stating that she must teach English *in* English, and that she must not translate, but must repeat her lesson in English until the children "begin to respond" more or less "unconsciously." This was one of the vestiges of the regimen followed by her predecessors¹² in the last generation. To this day I can recite "Pollito—

2 Chicken" mindlessly, never once pausing to visualize chicks, hens, pencils, or pens.

I soon found myself crowned "teacher's pet" without much effort on my part. I was a privileged child in her eyes simply because I lived in "Nueva York," and because my father was in the Navy. His name was an old one in our pueblo, associated with once-upon-a-time landed people and long-gone money. Status is judged by unique standards in a culture where, by definition, everyone is a second-class citizen. Remembrance of past glory is as good as titles and money. Old families living in decrepit old houses rank over factory workers living in modern

11 **Minimized** means "cut back." The immersion program was cut back after a while, until only one class each day was all in English.

12 **Vestiges of the regimen followed by her predecessors:** In other words, this repetition was one of the last remains of the old "all-English" system that earlier teachers had used.

614 UNIT 5 What Brings Out the Best in You?

Analyze Cultural Context
Does this fact surprise you?
Why or why not?

Author's Perspective Is this statement from the child's or the adult's perspective? How does this perspective make the author's point stronger?

Grammar Practice

SPIRAL REVIEW
Adjectives and Adverbs Remind students that adjectives describe persons, places, things, or ideas. Adverbs describe actions. Write these phrases on the board: "at the door of the yellow and green classroom" and "I can recite 'Pollito—Chicken' mindlessly."

Ask students to point out the adjectives and adverbs as well as the words they modify. (*Yellow and green modify classroom. Mindlessly modifies recite.*)

Writing Practice

Spider Map To help them see how Cofer brings the character of Lorenzo to life, ask students to create word webs. In a center circle have them write "Lorenzo." In circles connected to the center circle, have students write all of the descriptive details that enable them to "see" Lorenzo. Finally, ask students to write brief summaries of Lorenzo's character.

Teach

Writer's Technique

Phonetic Spelling Ask students to reread the author's phonetic spelling of "O beautiful for spacious skies," a line from the song "America the Beautiful." Ask them to sound out the spelling to see if they can figure out what the lyrics are supposed to be.

Ask: **What effect does this phonetic spelling have?** (Students might say the phonetic spelling is humorous.)



Puerto Rican school children wearing uniforms, circa 1960.

comfort in cement boxes—all the same. The professions raise a person out of the dreaded "sameness" into a niche of status, so that teachers, nurses, and everyone who went to school for a job were given the honorifics of *El Mister* or *La Mrs.*¹³ by the common folks, people who were likely to be making more money in American factories than the poorly paid educators and government workers.

My first impression of the hierarchy¹⁴ began with my teacher's shoe-changing ceremony and the exaggerated respect she received from our parents. *La Mrs.* was always

View the Photograph How is this classroom like the one the author attended in Puerto Rico? How is it different?

View the Photograph

Both classrooms contain orderly rows of students in clean uniforms. The classroom in the photograph appears to be painted white, whereas the one the author describes is yellow and green.

¹³ **Professions** are occupations that require special training, such as law, medicine, and education. In Spanish, adding *El* or *La* (which mean "the") to *Mr.* or *Mrs.* is a sign of respect.

¹⁴ A **hierarchy** (hī'ər ä'r' kē) is a ranking of people or things based on certain standards.

English Learners

DIFFERENTIATED INSTRUCTION



Intermediate English Learners may have a difficult time understanding the idiom "teacher's pet" (used in the last paragraph on the previous page). Ask students to read the next sentence to see if they can figure out the meaning of the term through context clues. (*"I was a privileged*

child in her eyes" is a good context clue.)

Encourage students to deduce the meaning of the idiom by thinking about the word *pet*. **Ask:** **What is special about a pet? What would be special about being a teacher's pet?**

Teach

Reading Skill

1

Analyze Cultural Context It shows how important both schoolwork and family are to Puerto Ricans. Students may say that the situation for them is very different and that they are expected to do their homework mostly on their own. **Ask:** *What would it be like to do homework as a group activity with your family? Would it be easier or more difficult? How might it change your relationship with your family?*



To check students' understanding of the selection, see Unit 5 Teaching Resources, pp. 54–55.

right, and adults scrambled to meet her requirements. She wanted all our schoolbooks covered in the brown paper now used for paperbags (used at that time by the grocer to wrap meats and other foods). That first week of school the grocer was swamped with requests for paper which he gave away to the women. That week and the next, he wrapped produce in newspapers. All school projects became family projects. It was considered disrespectful at *Mamá's* house to do homework in privacy. Between the hours when we came home from school and dinner time, the table was shared by all of us working together with the women hovering in the background. The teachers communicated directly with the mothers, and it was a matriarchy¹⁵ of far-reaching power and influence.

There was a black boy in my first-grade classroom who was also the teacher's pet but for a different reason than I: I did not have to do anything to win her favor; he would do anything to win a smile. He was as black as the cauldron that *Mamá* used for cooking stew and his hair was curled into tight little balls on his head—*pasitas*,¹⁶ like little raisins glued to his skull, my mother had said. There had been some talk at *Mamá's* house about this boy; Lorenzo was his name. I later gathered that he was the grandson of my father's nanny. Lorenzo lived with Teresa, his grandmother, having been left in her care when his mother took off for "Los Nueva Yores" shortly after his birth. And they were poor. Everyone could see that his pants were too big for him—hand-me-downs—and his shoe soles were as thin as paper. Lorenzo seemed unmindful of the giggles he caused when he jumped up to erase the board for *La Mrs.* and his baggy pants rode down to his thin hips as he strained up to get every stray mark. He seemed to **relish** playing the little clown when she asked him to come to the front of the room and sing

¹⁵ In a **matriarchy** (mā' trē ār' ke), women have the greatest authority.

¹⁶ **Pasitas** (pə sē' tās) means "raisins."

Vocabulary

relish (rel'ish) *v.* to enjoy

616 UNIT 5 What Brings Out the Best in You?



Writing Practice

Character Have students create a two-column chart describing the character traits of the author. In the first column have them describe her physical traits, how she acts, and how she thinks. In the second column, they should include details from the story that

illustrate each trait. Then have students use the information in their charts as they write a short character sketch of the author. Encourage students to include vivid descriptive and figurative language.

Analyze Cultural Context

What does this tell you about the importance of schoolwork and family in Puerto Rican culture?

Author's Perspective She is honest about being subjective. Her memories in this autobiography are limited to what she could retain as a self-absorbed child.

his phonetic version of “o-bootifool, forpashios-kees” leading the class in our incomprehensible¹⁷ tribute to the American flag. He was a bright, loving child, with a talent for song and mimicry¹⁸ that everyone commented on. He should have been chosen to host the PTA show that year instead of me.

At recess one day, I came back to the empty classroom to get something, my cup? My nickel for a drink from the kioskman?¹⁹ I don’t remember. But I remember the conversation my teacher was having with another teacher. I remember because it concerned me, and because I memorized it so that I could ask my mother to explain what it meant.

“He is a funny *negrito*, and, like a parrot, he can repeat anything you teach him. But his *mamá* must not have the money to buy him a suit.”

“I kept Rafaelito’s First Communion suit; I bet Lorenzo could fit in it. It’s white with a bow-tie,” the other teacher said.

“But, Marisa,” laughed my teacher, “in that suit, Lorenzo would look like a fly drowned in a glass of milk.”

Both women laughed. They had not seen me crouched at the back of the room, digging into my schoolbag. My name came up then.

“What about the Ortiz girl? They have money.”

“I’ll talk to her mother today. The superintendent, *El Americano* from San Juan, is coming down for the show.

How about if we have her say her lines in both Spanish and English.”

The conversation ends there for me. My mother took me to Mayagüez²⁰ and bought me a frilly pink dress and two **crinoline petticoats** to wear underneath so that I looked like a pink and white parachute with toothpick legs

2 Author's Perspective
What does the author suggest about how and why she remembers and interprets events?

Visual Vocabulary
Women and girls used to wear **crinoline petticoats**, stiff underskirts that made dresses or skirts flare out.



¹⁷ **Phonetic** (fə net’ik) means “having to do with speech sounds.” **Incomprehensible** means “difficult or impossible to understand.”
¹⁸ **Mimicry** (mī’ mi krē) is the act of mimicking, or copying, someone.
¹⁹ A **kiosk** (kē’osk) is a small structure with one or more open sides, such as a newsstand or bus shelter. A **kioskman** is a man who works in a kiosk.
²⁰ **Mayagüez** (mī’ə gwez’) is a city in western Puerto Rico.

English Learners
DIFFERENTIATED INSTRUCTION

SMALL GROUP Intermediate Point out that the word **primary** in the title can have multiple meanings. It can refer to the early grades in school, but it can also mean “basic” or “most important.” Ask students to explain how Judith’s lesson about class status could be called a primary lesson.

Advanced Learners
DIFFERENTIATED INSTRUCTION

SMALL GROUP Multiple-Meaning Words Have students discuss uses of the word **primary**. Encourage them to use electronic resources to find common terms that use this word. Have them explain to the class each usage they discover. (*Possible responses: primary election, primary source, primary physician*)

UNIT FIVE

BQ BIG Question

Students may say that Judith doesn't care about the performance because she knows she was chosen only because her parents could pay for a dress. **Ask:** *Had she not known that she was chosen simply because her parents could afford a dress, would Judith have taken pride in her performance?*



Judith Ortiz Cofer as a child.

sticking out. I learned my lines, "Padres, maestros, Mr. Leonard, bienvenidos²¹/Parents, teachers, Mr. Leonard, welcome . . ." My first public appearance. I took no pleasure in it. The words were formal and empty. I had simply memorized them. My dress pinched me at the neck and arms, and made me itch all over.

I had asked my mother what it meant to be a "mosca en un vaso de leche,"²² a fly in a glass of milk. She had laughed at the image, explaining that it meant being "different," but it wasn't something I needed to worry about. 🦋

BQ BIG Question

Why doesn't this performance bring out the best in the author?

²¹ *Padres* (pă' drās), *maestros* (mīs' trōs), *bienvenidos* (byen' ve nē' dōs)

²² *Mosca en un vaso de leche* (mās' kə en ōn vā' sō dā lā' chā)

618 UNIT 5 What Brings Out the Best in You?



Writing Practice

Paraphrase Cofer uses descriptive language to bring this story to life. One example is the teachers' description of Lorenzo, a possible candidate for host of the PTA show, dressed in an all-white suit: "a fly drowned in a glass of milk." Cofer then goes on to describe herself, the child chosen as the PTA host: "I looked like a pink and white parachute with toothpick legs

sticking out." How does her use of descriptive language enhance the story? Have students pair up and consider the two descriptions. Discuss how to rewrite the expressions, using different words to achieve the same meaning. Have students find and rewrite in their own words two other descriptive examples in the selection.

Progress Check

Can students comprehend vocabulary?

If...fewer than 2 answers are correct

Then... 🌐 Glencoe Interactive Vocabulary CD-ROM.

After You Read

Assess



For additional assessment, see Assessment Resources, pp. 133–134.

Respond and Think Critically

Possible answers:

1. She does not speak Spanish and she will forget how to speak English, which her father wants her to learn. Her real reasons are that she wants to stay home and play.
2. Judith's father is conscientious because he makes the children work hard on their English. He is an important man in Puerto Rico because he lives in New York, is in the Navy, and comes from a once-wealthy family.
3. Living in New Jersey made Judith privileged because it meant she spoke English well and knew something about American ways. It also showed that her family had more money than most Puerto Ricans.
4. Cofer's explanations of exactly how she felt and acted as a girl help them to identify with her. They should support their answers with reasons or examples.

Vocabulary Practice

Possible sentences:

- opposite; Kevin showed indifference to all foods except pizza, his favorite.
- same; I relish a good story.
- same; My sister was punished for her defiance.
- opposite; Katie needs to get control over the chaos of her schedule.

After You Read

Respond and Think Critically

1. What reasons does the author give for not wanting to go to school in Puerto Rico? What are her real reasons? **[Recall]**
2. What kind of person is the author's father? How can you tell? **[Infer]**
3. Why did the fact that the author had lived in New Jersey cause her to be considered a privileged child in Puerto Rico? **[Analyze]**
4. **Literary Element Author's Perspective** Does the way that the author presents her story help you identify with her? Why or why not? **[Evaluate]**
5. **Reading Skill Analyze Cultural Context** What are some ways in which the culture described in the autobiography differs from your life? What are some ways it is similar? **[Compare]**
6. **BQ BIG Question** Do you think the author's school brought out the best in her? Explain. **[Conclude]**

Vocabulary Practice

Identify whether the paired words in each set have the same meaning or opposite meanings. Then write a sentence using each vocabulary word or draw or find a picture that represents the word.

indifference and passion

relish and enjoy

defiance and resistance

chaos and order

Example:

indifference and passion = opposite meaning

Sentence: His indifference toward those suffering after the hurricane surprised me.

Writing

Write a Journal Entry Have you ever felt different from others at school? What was that experience like for you? If you have never felt different, why do you think that is? Describe your thoughts and feelings in a journal entry.

TIP

Inferring

Here are some tips to help you make an inference and answer question 2. Recall that **inferring** means making a guess based on clues in the text and what you already know.

- Find all the places in the story where the author mentions her father.
- Pay attention to what he does and what people say about him.
- Think about how these actions make him appear.

FOLDABLES Study Organizer

Keep track of your ideas about the **BIG Question** in your unit Foldable.



Literature Online

Selection Resources

For Selection Quizzes, eFlashcards, and Reading-Writing Connection activities, go to glencoe.com and enter QuickPass code GL19756u5.

Primary Lessons 619

5. Students should compare at least some of these: languages, customs, schools, clothing, and family life.

6. Judith was asked to memorize things she did not understand, was favored due to her family's wealth and position, and was forced to stifle her creative imagination; the teachers obviously had high expectations of their students, and by combining forces with

the mothers, were able to encourage students such as Judith to work to their highest potential.

Writing

Write a Journal Entry In their entries, students should describe their feelings about being different at school and explain why they do or do not feel different.

Before You Read

Focus

Bellringer Options



Literature Launchers: Pre-Reading Videos DVD, Selection Launcher

Daily Language Practice Transparency 131

Or show students some action photos from sports games. Ask: **What kind of poem could you write?** Instruct students to think about what the athletes might be thinking or feeling.

Summary

In *The Sidewalk Racer*, the speaker describes what it is like to ride a skateboard. The poem itself is written in the shape of a skateboard. In *Alone in the Nets*, a soccer goalie laments the approach of the opposing team during a cold and rainy game.



For summaries in languages other than English, see Unit 5 Teaching Resources, pp. 56–61.

Literary Element

Form After students read the paragraphs about form, ask them to think about how the paragraphs look on the page. Explain that the shape of most paragraphs in prose has no particular meaning. However, poets may often experiment with how words look on a page.

Before You Read

The Sidewalk Racer and Alone in the Nets

Connect to the Poems

What activity or game brings out the best in you?

Partner Talk With a partner, discuss this activity or game. Explain what makes it fun for you and how it makes you feel.

Build Background

Skateboarding was probably invented in the 1950s by someone who enjoyed both roller-skating and surfing. Early skateboards had clay wheels. The wheels tended to give a rough ride and to slip easily, throwing the rider off the board.

In the 1970s, plastic wheels came into use. These gripped the ground better than clay wheels, making skateboards easier to control. Riders began wearing helmets and elbow and knee pads to prevent injuries from falls.

Today skateboarding is an international sport in which experts perform stunts in specially designed skateboard parks.

Set Purposes for Reading

BQ BIG Question

As you read, ask yourself, how does each speaker display inner strength?

Literary Element Form

Poems are made up of lines and groups of lines, called stanzas. Stanzas are like paragraphs in poems. Poetry comes in many forms. Poems with **closed form**, such as sonnets and haiku, have specific rules a poet must follow. Poems with **open form**, or **free verse**, have no fixed pattern of meter, rhyme, line length, or stanza arrangement.

“The Sidewalk Racer” and “Alone in the Nets” are a type of free verse called **concrete poetry**. A concrete poem has words, letters, or symbols that create meaning by what they say and how they look.

As you read, ask yourself how does the meaning of each poem relate to how it looks on the page?

Learning Objectives

For pages 620–624

In studying this text, you will focus on the following objectives:

Literary Study: Analyzing free verse.

Writing: Writing a scene.

Meet the Authors



Lillian Morrison

Lillian Morrison has written and edited several books of poetry about sports.



Arnold Adoff

Writing a poem is “making music with words and space,” says Arnold Adoff.



Author Search For more about Lillian Morrison and Arnold Adoff, go to glencoe.com and enter QuickPass code GL19756u5.

620 UNIT 5 What Brings Out the Best in You?

English Learners

DIFFERENTIATED INSTRUCTION



Vocabulary Preteaching Have students scan the selection and identify the footnoted words. Have them locate and read the footnotes to learn what the words mean. Then, have students use a dictionary to compare the meanings listed in the footnotes to the dictionary definitions. Have them write sentences in which each of the words is used.

Approaching Level

DIFFERENTIATED INSTRUCTION

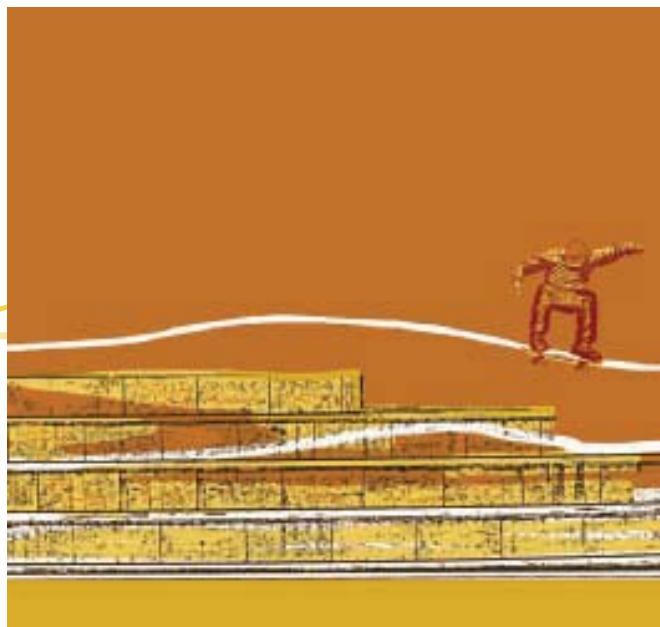


Vocabulary Preteaching Have students identify the root words in *skimming* and *whirring* (*skim* and *whir*). Ask them to guess each meaning based on its root and context clues in the poem. Then have students use a standard dictionary to define each word and compare the dictionary definitions with their guesses.

The Sidewalk Racer

or On the Skateboard

Lillian Morrison



Skimming
an asphalt² sea
I swerve, I curve, I
sway; I speed to whirring
5 sound an inch above the
ground; I'm the sailor
and the sail, I'm the
driver and the wheel
I'm the one and only
10 single engine
human auto
mobile.

1

² Roads are paved with **asphalt**, which is a mixture of a natural substance and gravel, sand, or both.

Form What shape does this poem take? How does the shape relate to what the poem is about?

BQ BIG Question

How does skateboarding bring out the best in the speaker?

UNIT FIVE

Teach

Literary Element

1

Form The lines create the shape of a skateboard, and the poem is about a skateboarder's riding experience.



For additional literary element practice, see Unit 5 Teaching Resources, p. 62.

BQ BIG Question

The speaker enjoys the speed and control of skateboarding. He or she seems happy and confident.

Writer's Technique

Metaphors The writer uses several metaphors in the poem, mostly to compare the skateboarder to different elements of transportation. **Say:** **Identify and explain the metaphors in the poem.** (*The poet compares the street to a sea and the skateboarder to a helicopter, a sailor, a sail, a driver, a wheel, and a car.*)

The Sidewalk Racer and Alone in the Nets 621

English Learners

DIFFERENTIATED INSTRUCTION



Intermediate English Learners may have difficulty with the subtle differences between action verbs in "The Sidewalk Racer." Divide the class into small groups that include English Learners and fluent English speakers. Have students in the groups take turns explaining and acting out the following action verbs: *skim*, *swerve*, *turn*, *curve*, *speed*, and *whir*. Suggest that students give examples of nouns that go with specific verbs. For example,

a motor might make a *whirring* sound. Then ask groups to act out the words and discuss the subtle differences between them. For example, a *swerve* would be more dramatic than a *turn*.

UNIT FIVE

Teach

Literary Element

1

Form The words are gliding evenly across the page, imitating the steps the forward takes as she runs.

EARLY ADVANCED Ask: **How would you space the words and lines if the lead forward lost control of the ball?**

(Possible response: The spacing could be uneven and farther apart.)

For additional literary element practice, see Unit 5 Teaching Resources, p. 62.

Literary Element

2

Form Ask: **How does the appearance of “bounces” look like its own meaning?** (The letters alternate lines, as though they are bouncing.)



Alone in the Nets

Arnold Adoff

I
am
alone of course,
in the nets, on this cold and raining afternoon,
5 and our best defending fullback
is lying on the wet ground out of position.
Half the opposition is pounding
down the field,
and their lead forward° is gliding
10 so fast, she can just barely keep
the ball in front of her sliding
foot.
Her cleats° are expensive,
and her hair b_o_u_n_c_e_s
2 neatly
like the after
girls in the shampoo commercials.
There is a big grin
on her face.

Form What do you notice about the spacing of the words and lines that describe the lead forward's movement?

⁹ In soccer, a **forward** plays closest to the opposing team's goal. The main task of the **defending fullbacks** is to stay close to their team's goal and try to prevent the opposing team from getting near it. The speaker is a goalkeeper, who must defend the team's goal, a metal or wooden structure enclosed on three sides by a net.

¹³ Athletes in some sports wear **cleats**, shoes that grip the ground because of pieces of rubber or metal attached to the bottoms.

622 UNIT 5 What Brings Out the Best in You?

Reading Practice

Paraphrasing If students are having difficulty understanding a poem, ask them to paraphrase it, or restate it in their own words. Model for students by reading aloud and then paraphrasing the first page of “Alone in the Nets.” (*I’m standing at the goal by myself. It is cold and rainy. Our best defender falls down. The other team is running toward me. Their forward is running fast with the ball.*) Work through the rest of the poem with the

class, calling on volunteers to paraphrase the poem stanza by stanza. Encourage students to suggest revisions that will make the paraphrase more complete.

is the right time to ask why am I here just standing
in my frozen place?

Why did I get up on time this morning?

Why did I get up at all?

25 Why did I listen to the coach and agree to play
this strange position in a r e a l game
in a strange town on this wet and moving world?

Why is it raining?

Why is it raining so h a r d?

30 Where

are all of our defenders?

Why do all of our players

do all of the falling
down?

35 Why am I here?

But Frozen Moments Can Unfreeze And I Can Stretch
and reach for the ball flying to the corner of

our
goal.

40 I can reach and jump

and dive into the s p a c e
between my out
stretched
hands

45 and the outside poles
of the nets.

My fears evaporate like my sweat in this chilling
breeze,

and I can move with this moving world

50 and pace my steps
like that old

movie

high

noon sheriff in his just

55 right
time.

That grinning forward gets her shot away too soon,
and I am there, on my own time, in the air,
to meet the ball,

60 and fall on it
for the save.

I wave my happy ending wave and get up.
The game goes on.

3

Form Which word
stands out in most of
the lines on the top
half of this page?
Why do you think the
poet draws attention
to it?

BQ **BIG Question**

Why does the
speaker need to call
on her inner strength?

UNIT FIVE

Teach

Literary Element

3

Form The word *Why* stands out
because it is set apart and repeated.
The poet is emphasizing the speaker's
worries and doubts.

BQ **BIG Question**

The speaker plays her position
despite her many fears.

Writer's Technique

Humorous Images The poet uses
a humorous image to describe the
opposing team's lead forward: "her
hair bounces neatly" like the hair
of girls in shampoo commercials.

Ask: **What figure of speech does
the poet use in the description?
What is humorous about the
description?** (*simile; it is humorous
because shampoo commercials
are melodramatic and because the
girl's hair manages to look nice even
though it is cold and rainy outside.*)



To check students' understanding
of the selection, see Unit 5
Teaching Resources, pp. 64–65.

The Sidewalk Racer and Alone in the Nets 623

English Learners

DIFFERENTIATED INSTRUCTION



Beginning To help their reading
fluency, English Learners may find it
useful to listen to and to read the poem
aloud. Divide students into pairs, ideally
containing one English Learner and one
fluent English speaker. Have English
speakers read the poem aloud first, paying

attention to the tone and emotional
expression of the text. Then have English
Learners read the poem aloud. Encourage
English Learners not to imitate their partners
but to read the poem with their own
expression.

Advanced Learners

DIFFERENTIATED INSTRUCTION

Interpret Discuss how to interpret the form of
the poem in an oral reading. For example, how
should the unusually spaced words *real* and
hard be read? Have students read the poem
aloud using different oral interpretations of
the form.

After You Read

Assess

For additional assessment, see Assessment Resources, pp. 135–136.

Respond and Think Critically

Possible answers:

1. The words *sailor*, *sail*, *driver*, *wheel*, and *single engine human auto mobile* describe the speaker.
2. A street or sidewalk is compared to the sea. A street or sidewalk is big and smooth like the sea, and the skateboarder moves like a surfer.
3. She feels alone and under pressure. She says that she is “alone” and that her defending fullback is lying on the ground.
4. The first speaker is struggling, and the second speaker is confident and enjoying every second.
5. Open form/free verse allows poets to mimic the action and movement of a sport.
6. Students may say that when they try something challenging, they find out what they can do. Maybe they are stronger than they thought, and they can become more confident.

Spelling Link

Practice Correct charts should include *conf_dent*, *confide*, *confident*; *rel_tive*, *relate*, *relative*; and *res_dent*, *reside*, *resident*.

Writing

Write a Scene Students’ scenes should focus on a character playing a sport or game, including a description of the game and how the person feels about it. Poems may take the shape of a bat, ball, or other object associated with the sport being described.

After You Read

Respond and Think Critically

1. Which words in “The Sidewalk Racer” describe the poem’s speaker? **[Identify]**
2. In “The Sidewalk Racer,” the speaker refers to “an asphalt sea.” What two unlike things does this metaphor compare? How does the metaphor help readers visualize the action in the poem? **[Interpret]**
3. How is the speaker feeling at the beginning of “Alone in the Nets”? How do you know? **[Infer]**
4. How does the speaker’s attitude in “Alone in the Nets” compare with the speaker’s attitude in “The Sidewalk Racer”? **[Compare]**
5. **Literary Element Form** Is open form, or free verse, a good choice for poems about sports? Why? **[Evaluate]**
6. **BQ BIG Question** How can challenges, such as playing a difficult game or learning a difficult skill, bring out the best in people? **[Conclude]**

Spelling Link

Unstressed Vowels Think about the word *opposition* in “Alone in the Nets.” Notice how the vowel sounds in the second syllable. This is an **unstressed vowel**. Dictionaries use the schwa symbol (ə) to indicate this. The unstressed pronunciation can also be spelled using other vowels. Think of a word related to *opposition* in which the vowel in the second syllable is stressed, such as the word *oppose*. When a vowel is stressed it is often spelled as it sounds. This can help you spell the related word with the unstressed vowel.

Unknown Spelling	Related Word	Correct Spelling
opp_sition	oppose	opposition

Practice On a sheet of paper, make a three-column chart like the one above for the words *conf_dent*, *rel_tive*, and *res_dent*.

Writing

Write a Scene Write a scene that describes how you act and feel while playing a sport or game. Then turn your scene into a concrete poem. How might you arrange the words and lines?

TIP

Interpreting

Here are some tips to help you interpret a metaphor. Remember, a metaphor compares two seemingly unlike things.

- Reread the footnote and think about the qualities of asphalt.
- Think about the qualities of the sea. What words come to mind?
- Which qualities do asphalt and the sea have in common?
- How do these qualities relate to riding a skateboard?

FOLDABLES Study Organizer

Keep track of your ideas about the **BIG Question** in your unit Foldable.

Literature Online

Selection Resources

For Selection Quizzes, eFlashcards, and Reading-Writing Connection activities, go to glencoe.com and enter QuickPass code GL19756u5.

624 UNIT 5 What Brings Out the Best in You?

Grammar Practice



Contractions Explain to students that a contraction is a combination of two words, with an apostrophe used to mark the missing letters. Write the following contractions on the board: *I’m*, *you’re*, *he’s*, *she’s*, *we’re*, *they’re*. Invite volunteers to come to the chalkboard, erase the apostrophes, and fill in the missing letters. (*I am*; *you are*; *he is*; *she is*; *we are*; *they are*) Then have students work in pairs to play a contraction game. Each student prepares a list of ten items, a mix of

contractions and words that can be contracted. (For example, 1. *we are* 2. *weren’t*) Have students exchange papers and then convert contractions into their original two words and vice versa. Then have partners correct each other’s work.

Vocabulary Workshop

Dictionary Skills

Connection to Literature

“I can’t go to school here. I don’t speak Spanish.’ It was my final argument, and it failed miserably because I was shouting my defiance in the language I claimed not to speak.”

—Judith Ortiz Cofer, “Primary Lessons”

If you didn’t know the meaning of the word *defiance* or wanted to use another word in its place, you could turn to a **dictionary** or a **thesaurus** for help. A dictionary provides the pronunciation and literal meaning of a word. It also gives other forms of the word, its part of speech, alternate spellings, and other useful information. A thesaurus is a dictionary of synonyms, or words that have similar but slightly different shades of meaning. Both tools are available in book form, online, and in word-processing programs.

Here are dictionary and thesaurus entries for *defiance*.

Word	Dictionary Entry	Thesaurus Entry
defiance	(di fī'əns) <i>n.</i> 1 bold or open resistance to authority or an opposing force. 2 challenge to meet in a fight or contest. 3 to bid defiance to. to defy. 4 in defiance of. in spite of.	<i>n.</i> resistance, opposition, disobedience, rebellion

TRY IT: Use the dictionary and thesaurus entries above to help you answer these questions.

- Which word would best replace *defiance* in the following sentence?
Unhappy with the new rule, workers showed their defiance by walking off the job.
- What part of speech is the word *defiance*?
- Explain the difference in meaning between *resistance* and *rebellion*.
Think of each word’s connotation, or its suggested or implied meaning.

Learning Objectives

For page 625

In this workshop, you will focus on the following objective:

Vocabulary: Understanding language resources.

Tip

Vocabulary Terms

Dictionary entries give the different meanings of a single word. Thesaurus entries list different words that mean the same or almost the same thing.

Test-Taking Tip When looking at dictionary entries, use the part-of-speech information to help you choose the appropriate meaning of the word.

 Literature Online

Vocabulary For more vocabulary practice, go to glencoe.com and enter QuickPass code GL19756u5.

VOCABULARY WORKSHOP 625

Approaching Level

DIFFERENTIATED INSTRUCTION

Emerging Review the main parts of a dictionary entry, using the entry for *defiance* as an example. Identify the following parts of the entry:

- Pronunciation: the letters and symbols that show how the word should be spoken
- Part of speech: the abbreviation that shows how the word is used
- Definition: the word’s meaning or meanings

Have students look up *defy* and *defiant* in a dictionary and identify the parts of the dictionary entries as you list them on the board.

Vocabulary Workshop

Dictionary Skills

Focus

Have students read the sample dictionary entry on this page. **Ask:** **How many definitions are given for the word *defiance*?** (four) Explain that many words have multiple definitions and that dictionaries provide all of them. The way a word is used in a sentence determines which of its definitions is appropriate.

Teach

Teaching Note

Context Clues Tell students that they can often determine the meaning of an unknown word by paying attention to its context, or the words that surround it in a sentence. Those words may provide clues to the meaning of the unknown word. **Say:** **If you see an unfamiliar word, look at the other words in the sentence or at the surrounding sentences. You may find clues to the unfamiliar word’s meaning. Then, check in a dictionary to see whether the context clues led you to the word’s correct meaning.**

Assess

TRY IT

1. *opposition*
2. noun
3. Students should say that *resistance* has more a positive connotation and *rebellion* a more negative one.

Before You Read

Focus

Bellringer Options

Selection Focus Transparency 14

Daily Language Practice

Transparency 133

Or explain to students that Satchel Paige may have felt it was unfair that he was not allowed to play major league baseball because he was African American. **Say:** *Think about how it feels to be treated unfairly. What would it feel like to be kept from doing what you love to do?*

Vocabulary

Have students write a sentence for each vocabulary word. Instruct them to illustrate their sentences. Invite students to share their illustrations with the class. Have the class discuss what they found difficult about the exercise, with a possible emphasis on the difficulty of visually representing a word like *eventually*.

For additional vocabulary practice, see Unit 5 Teaching Resources, p. 74.

Before You Read

Satchel Paige

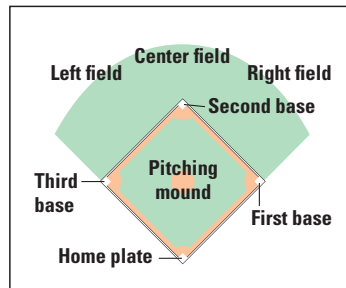
Connect to the Biography

Think about a time when you faced difficulties in order to reach a goal.

Partner Talk With a partner, discuss the difficulties you faced. What kept you working toward your goal? What did you learn about yourself?

Build Background

Baseball, often called “the national pastime,” is considered by many to be the national sport of the United States. The game may have come from an English game called rounders, which was played on a diamond-shaped field with four bases. In 1845 a group of amateur players in New York City put together rules for a similar game that became known as baseball.



Vocabulary

appreciation (ə prē' shē ā' shən) *n.* high regard or gratitude (p. 628). *Sam cooked dinner to show his appreciation for Jody's hard work.*

eventually (i ven' chōō ə lē) *adv.* in the end, finally (p. 628). *After two hours of rain, we eventually admitted that we weren't going to have a ball game.*

prospered (pros' pərd) *v.* flourished, was successful (p. 630). *Annika's business prospered after she opened her new store.*

leisurely (lē' zhər lē) *adj.* unhurried, relaxed; free from the demands of work (p. 633). *I love the leisurely days of summer vacation.*

opposing (ə pōz' ing) *adj.* competing or struggling against (p. 633). *Jorge and I were on opposing sides of the debate.*

Meet Bill Littlefield



"People like to tell their stories to folks inclined to listen, and I'm one of those folks."

—Bill Littlefield

Radio Host, Sportswriter Bill Littlefield writes about sports and also hosts a sports talk show on public radio. His writing shows young readers why it is important to focus on goals and work hard to reach them. One of his books is about athletes who overcame obstacles such as discrimination, poverty, and physical disabilities to achieve greatness. Littlefield is also a professor.

Literary Works Littlefield writes sports essays and books. "Satchel Paige" appeared in the book *Champions: Stories of Ten Remarkable Athletes*, published in 1993.

Bill Littlefield was born in 1948.

Literature Online

Author Search For more about Bill Littlefield, go to glencoe.com and enter QuickPass code GL19756u5.

626 UNIT 5 What Brings Out the Best in You?

English Learners

DIFFERENTIATED INSTRUCTION

Vocabulary Preteaching Read the following True/False items aloud. Give students just a few seconds to write down their answer to each statement.

1. You show *appreciation* when you're angry with someone. (*False*)
2. Something that happens *eventually* occurs in the past. (*False*)

3. A civilization that *prospered* was very successful. (*True*)
4. Someone who has no work to do has time to take *leisurely* walks. (*True*)
5. *Opposing* forces work together. (*False*)

Approaching Level

DIFFERENTIATED INSTRUCTION

Vocabulary Preteaching Have small groups of students write five True/False statements for the vocabulary words. When they have finished writing, have the groups quiz each other. Tell one student to read a statement. The first person in the group to raise his or her hand gets to answer. Give students one point for each correct response. Students should take turns reading a statement as play continues.

Set Purposes for Reading

BQ BIG Question

As you read, ask yourself, how does Satchel Paige's inner strength help him through times of great difficulty and injustice?

Literary Element Point of View

Point of view is the relationship of the narrator to the story. A story using **first-person point of view** is told by a character within the story. In a story with a **limited third-person point of view**, the narrator is outside the story. This point of view reveals the thoughts and feelings of only one character. In a story with an **omniscient point of view**, the narrator is also outside the story but can reveal the thoughts and feelings of many characters.

Paying attention to the point of view can help you understand how the narrator's perspective shapes the story.

As you read, ask yourself, who is telling the story?

Reading Skill Determine Main Idea and Supporting Details

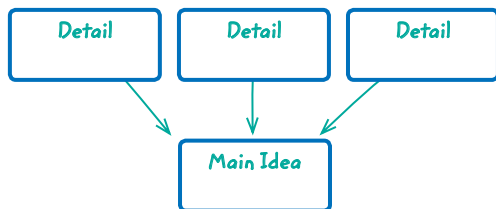
When you **determine main idea and supporting details**, you find the most important idea the writer is trying to get across and the details that support it. Sometimes the author directly states the main idea. Sometimes you must figure it out from the details.

Determining the main idea and supporting details helps you understand what the author finds important. It also helps you decide whether or not you agree with the author.

To find the main idea and supporting details, look for

- a general statement about the subject, often stated at the beginning
- facts, examples, incidents, or quotations that illustrate and develop the main idea
- clues that help you figure out an unstated main idea

As you read, you may find it helpful to use a graphic organizer like the one below.



Learning Objectives

For pages 626–638

In studying this text, you will focus on the following objectives:

Literary Study:

Analyzing narrator.

Analyzing point of view.

Reading: Determining main idea and supporting details.

TRY IT

Determine Main Idea and

Supporting Details Basketball tryouts are coming up. Your friend seems distracted. She keeps mentioning professional basketball players. She is late to class because she is perfecting her free throw. What do you think your friend wants to do? What details support this idea?

Before You Read

Focus

Summary

This biographical sketch of baseball great Satchel Paige chronicles his twenty years of playing with the Negro leagues before the integration of major league baseball by Jackie Robinson in 1947. It covers Paige's accomplishments and paints a picture of his hardworking and accepting nature.

Literary Element

Point of View Divide students into pairs or small groups. Have each student describe for the other student(s) what he or she did last weekend. When students finish, point out that they have used the first-person point of view to give their descriptions. Have them describe their weekends again, changing the point of view to third person.

Reading Skill

Determine Main Idea and Supporting

Details Bring a newspaper to show the class. **Ask:** **What is an easy way to determine the main idea of a newspaper article?** (read the headline) Point out that the body of the article explores the supporting details.

TRY IT

She wants to try out for the basketball team. Details: tryouts coming up; she is distracted, talking about and practicing basketball.

Satchel Paige 627

English Learners

DIFFERENTIATED INSTRUCTION

PARTNERS Intermediate English learners may not be familiar with some American baseball terminology. As preparation for the rest of the selection, have students discuss some of the terminology on this page, such as *bullpen* (where a team sits when not on the field), *mound* (a pitcher's position is on a mound of

dirt), *pitcher* (the player who throws the ball), *starter* (a player who begins the game in play, as opposed to relief players), *rookie* (a player who is in his first year of play), *looked in for the sign* (pitchers, catchers, and managers communicate with signs such as hand gestures).

Teach

Reading Skill

1

Determine Main Idea and Supporting Details Students may suggest that the main idea will be that Satchel Paige is one of the great heroes of baseball.

For additional reading skill or strategy practice, see Unit 5 Teaching Resources, p. 73.

Cultural History

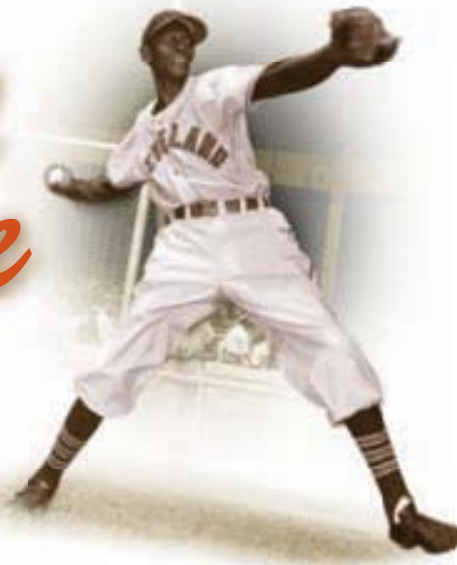
Lou Boudreau At age 24, Louis Boudreau (1917–2001) was the second youngest manager in the history of major league baseball. While manager of the Cleveland Indians in the 1940s, Boudreau boasted 728 wins in nine seasons. He went on to manage the Boston Red Sox and the Kansas City Athletics in the 1950s. **Ask:** What young athletic stars playing today can you name?

For an audio recording of this selection, use Listening Library Audio CD-ROM.

Readability Scores

Dale-Chall: 6.4
DRP: 58
Lexile: 1130

Satchel Paige



Bill Littlefield

Late in the afternoon of July 9, 1948, Leroy “Satchel” Paige began the long walk from the bullpen to the mound at Cleveland’s Municipal Stadium. He didn’t hurry. He never hurried. As he said himself, he “kept the juices flowing by jangling gently” as he moved. The crowd roared its **appreciation**. This was the fellow they’d come to see.

When Satchel finally reached the mound, Cleveland manager Lou Boudreau took the ball from starting pitcher Bob Lemon, who would **eventually** be voted into the Hall of Fame but had tired that day, and gave it to Paige. Probably he said something like, “Shut ‘em down, Satchel.” Whatever he said, Paige had no doubt heard the words a thousand times. Though he was a rookie with the Indians that year, no pitcher in the history of baseball had ever been more thoroughly prepared for a job. He kicked at the rubber, looked in for the sign, and got set to throw. In a moment, twenty-odd years later than it should have happened, Satchel Paige would deliver his first pitch in the big leagues.

Vocabulary

appreciation (ə prē’ shē ā’ shən) *n.* high regard or gratitude
eventually (i ven’ chōō ə lē) *adv.* in the end, finally

Determine Main Idea and Supporting Details What do you think will be the main idea of this selection?

628 UNIT 5 What Brings Out the Best in You?

Research Practice

Background Because students may be unfamiliar with the story of African American baseball players, a brief research exercise could provide a good foundation for understanding this biographical selection. Have students gather in small groups. Instruct the groups to research baseball’s history and the racism African American players endured in the beginnings of their careers in the major

leagues. Have them look into the hardships that led up to the induction of Jackie Robinson as the first African American major league player. Suggest that students use both the Internet and the library as sources of information. Have the groups present their findings to the class.

The tall, skinny kid named Leroy Paige became Satchel Paige one day at the railroad station in Mobile, Alabama. He was carrying bags for the folks getting on and off the trains, earning all the nickels and dimes he could to help feed his ten brothers and sisters. Eventually it occurred to him that if he slung a pole across his narrow shoulders and hung the bags, or **satchels**, on the ends of the pole, he could carry for more people at once and collect more nickels and dimes. It worked, but it looked a little funny. "You look like some kind of ol' satchel tree," one of his friends told him, and the nickname stuck.

Even in those days, before he was a teenager, Satchel Paige could throw hard and accurately. Years later, Paige swore that when his mother would send him out into the yard to get a chicken for dinner, he would brain the bird¹ with a rock. "I used to kill *flying* birds with rocks, too," he said. "Most people need shotguns to do what I did with rocks."

It was not a talent that would go unnoticed for long. He was pitching for the semipro² Mobile Tigers before he was eighteen . . . or maybe before he was sixteen, or before he was twelve. There is some confusion about exactly when Satchel Paige was born, and Satchel never did much to clarify the matter. But there never has been any confusion about whether he could pitch. His first steady job in baseball was with the Chattanooga Black Lookouts. He was paid fifty dollars a month. In the seasons that followed he would also pitch for the Birmingham Black Barons, the Nashville Elite Giants, the Baltimore Black Sox, the Pittsburgh Crawfords, and the Kansas City Monarchs, among other teams.

¹ To **brain the bird** means "to hit it in the head."

² The prefix *semi-* means "partly" or "half." A member of a **semipro** team is paid to play part-time and may have another, full-time job. A professional player receives a full-time salary.

Visual Vocabulary

Satchels are a type of suitcase.



2

Determine Main Idea and Supporting Details Why do you think the author included this detail?

3

Point of View What is the point of view? How do you know?



Satchel Paige and his teammates on the Pittsburgh Crawfords pose as the champions of the Negro National League in 1935.

Satchel Paige 629

UNIT FIVE

Teach

Reading Skill

2

Determine Main Idea and Supporting Details He wants to show that Satchel Paige can pitch with incredible accuracy.

Literary Element

3

Point of View This is in third-person point of view. It refers to the biographer's research and reinforces the idea that the story comes from a source other than Satchel.



For additional literary element practice, see Unit 5 Teaching Resources, p. 72.

Cultural History

Negro National League In 1920, Rube Foster, manager of an African American baseball team called the Chicago American Giants, formed the Negro National League, the first long-lived baseball league for African American players. Some of the teams in this league were the Kansas City Monarchs, the Chicago Giants, and the Indianapolis ABCs.

English Learners

DIFFERENTIATED INSTRUCTION



Beginning English learners may have a difficult time with the non-linear sequence of events in the selection. Explain that biographies are usually written in chronological order, but that authors sometimes interrupt the sequence of events to provide background information. For example, this author jumps ahead in history to talk about African American baseball stars who started playing after Jackie

Robinson's entrance into the major leagues in 1947. As they read, ask students to point out the time order words and phrases that the author uses to help readers keep track of when things happened. Such words and phrases include *today, before, even in those days, in the seasons that followed*. If students are still confused, have them create a time line to keep events in order.

UNIT FIVE

Teach

Reading Skill

1

Determine Main Idea and Supporting Details It supports the idea that players in the Negro leagues made do with very little in order to play baseball.

BQ BIG Question

Students may say that a sense of humor can be a source of strength because when you can laugh at something, it no longer overwhelms you.

Vocabulary

2

The word *prosper* comes from the Latin word *prosperāre*, meaning “to make happy.” **Ask:** *Despite the obstacles he faced, how did Satchel Paige make himself happy?* (Possible response: He did not let himself be defeated by the difficult circumstances faced by African American players.)

If those names are not as familiar sounding as those of the New York Yankees, the Los Angeles Dodgers, or the Boston Red Sox, it's because they were all clubs in the Negro leagues, not the major leagues. Today the presence of black baseball players in the big leagues is taken for granted. Hank Aaron is the greatest of the home run hitters,³ and Rickey Henderson has stolen more bases than any other big leaguer. But before 1947, neither of them would have had the opportunity to do what they have done. Until Brooklyn Dodger general manager Branch Rickey signed Jackie Robinson, black players had no choice but to play for one of the all-black teams, and making that choice, they faced hardships no major-leaguer today could imagine.

1

Players in the Negro leagues crowded into broken-down cars and bumped over rutted roads to makeshift⁴ ball fields with lights so bad that every pitch was a potential weapon. Then they drove all night for an afternoon game three hundred miles away. On good days they played before big, appreciative crowds in parks they'd rented from the major league teams in Chicago, New York, or Pittsburgh. On bad days they learned that the team they were playing for was too broke to finish the season, and they would have to look for a healthier team that could use them, or else find a factory job.

2

It took talent, hard work, and a sense of humor to survive in the Negro leagues, and Satchel Paige had a lot of all three. But he didn't just survive. He prospered.

³ In 2007 Barry Bonds of the San Francisco Giants became the new home-run king with a total of 756 home runs.

⁴ A road that has been well worn by wheels or travel is *rutted*. *Makeshift* means “a temporary substitute.”

Vocabulary

prospered (pros'pərd) v. flourished, was successful

630 UNIT 5 What Brings Out the Best in You?

Literary Element Practice



Tone Have students examine the author's use of the word *broke* on the page. **Ask:** *What does the word mean here?* (It is used informally here to mean “with no money or source of money.”) **Why do you think the author chose to use informal language here?** (Possible answer: It helps create a more down-to-earth and personal tone.)



The first successful Negro Baseball league was started in 1920. The Negro leagues played eleven World Series and created their own All-Star game that became the biggest black sports attraction in the country. This photograph shows players of the Negro Leagues.

Determine Main Idea and Supporting Details What main idea does this detail support?

BQ BIG Question

How can a sense of humor be a source of strength?

Reading Practice



Connect Have students reread the part on page 629 in which Paige throws rocks at birds. **Ask:** *How does it feel to be good at something?* (Possible answer: It makes me feel good about myself and gives me self-confidence.) **How are your feelings similar to Satchel's?** (Students may suggest that when the author quotes Satchel, he shows that Satchel is proud of his ability to throw.)

Teach

Literary Element

3

Point of View It is told from the first-person point of view with the words *I* and *me*. **Ask:** *Why do you think the author included a story in Satchel Paige's own words?* (Possible responses: *to add variety; to give a sense of what the ballplayer is like; to show that Paige is a good storyteller; to increase credibility by using a primary source*)

3

Point of View From what point of view is this paragraph told? How do you know?

4

Determine Main Idea and Supporting Details Note the contrast in this statement. What do you think will be the main idea of this paragraph?

Reading Skill

4

Determine Main Idea and Supporting Details Students will probably say that the main idea is that African American ball players were not well paid in the past.

Everybody knows about the fastball, the curve, and the slider. But Satchel threw a “bee” ball, which, he said, “would always *be* where I wanted it to *be*.” He featured a trouble ball, which, of course, gave the hitters a lot of trouble. Even the few who could see it couldn’t hit it. Sometimes he’d come at them with his hesitation pitch, a delivery so mysterious that the man at the plate would sometimes swing before the ball left Satchel’s hand.

Nor was pitching his sole triumph. Early in his career Satchel Paige began building a reputation as a storyteller, a spinner of tall tales as well as shutouts. He particularly liked to recall an occasion upon which he was asked to come on in relief of a pitcher who’d left men on first and third with nobody out. “It was a tight situation,” Satchel would say.

We only had a one-run lead, and that was looking mighty slim. But I had an idea. When I left the bench, I stuck a baseball in my pocket, so when the manager gave me the game ball on the mound, I had two. I went into my stretch just like usual. Then I threw one ball to first and the other to third. It was a good pick-off move, you see, and it fooled the batter, too. He swung, even though there was no ball to swing at. Those boys at first and third were both out, of course, and the umpire⁵ called strike three on the batter, so that was it for the inning. It’s always good to save your strength when you can.

Major-leaguers today make enough money so that they don’t have to work over the winter, but it hasn’t always been so. Big-leaguers and Negro-leaguers alike used to make extra money after their regular seasons ended by putting together makeshift teams and playing each other wherever they could draw a paying crowd. This practice was called barnstorming, and Satchel Paige was the world champion at it. For thirty years, from 1929 to 1958, he played baseball summer and winter. When it was too cold to play in the Negro league cities, he played in Cuba, Mexico, and the Dominican Republic. In Venezuela he battled a boa constrictor in the outfield, or so he said, and

⁵ An **umpire** is the official in a baseball game. The umpire makes sure the players follow the rules.

Satchel Paige 631

Approaching Level

DIFFERENTIATED INSTRUCTION



Emerging To help students with the Reading Skill, draw this graphic organizer on the board. Work with students to find examples of Satchel’s talent, hard work, and sense of humor. Then record their examples in the appropriate boxes. Discuss how the details help the reader understand the author’s main point about Satchel Paige.

Main Idea: Satchel Paige had the qualities needed to succeed



Talent:

Hardwork:

Sense of humor:

UNIT FIVE

Teach

Literary Element

1

Point of View He is angered about the prejudice and believes Satchel Paige deserves better.

BQ BIG Question

Even though the fans discriminate against Satchel Paige, he refuses to become angry about it.

in Ciudad Trujillo⁶ he dodged the machine-gun fire of fans who'd bet on the losing team.

Throughout the early years of these adventures, the years of Satchel's prime, he often barnstormed against the best white ballplayers of his day. St. Louis Cardinal great Dizzy Dean once told him, "You're a better pitcher than I ever hope to be." Paige beat Bob Feller and struck out Babe Ruth. And when Joe DiMaggio, considered by some the most multi-talented ballplayer ever, beat out an infield hit against Paige in 1936, DiMaggio turned to his teammates and said, "Now I know I can make it with the Yankees. I finally got a hit off of ol' Satch."

Everywhere these confrontations took place, Satchel Paige would hear the same thing: "If only you were white, you'd be a star in the big leagues." The fault, of course, was not with Satchel. The fault and the shame were with major league baseball, which stubbornly, stupidly clung to the same prejudice that characterized many institutions in the United States besides baseball. Prejudice has not yet disappeared from the game. Black players are far less likely than their white counterparts⁷ to be hired as managers or general managers. But today's black players can thank Robinson, Paige, and a handful of other pioneers for the opportunities they enjoy.

Though the color line prevented Satchel Paige from pitching in the company his talent and hard work should have earned for him, he was not bitter or defeated. Ignorant white fans would sometimes taunt him, but he kept their insults in perspective. "Some of them would call you names," he said of his early years on the road, "but most of them would cheer you." Years later he worked to shrug off the pain caused by the restaurants that would not serve him, the hotels that would not rent him a room, the fans who would roar for his bee ball but would not acknowledge him on the street the next day. "Fans all holler the same at a ball game," he would say, as if the

Point of View How does the narrator feel about the way Satchel Paige was treated?

BQ BIG Question

How does this statement demonstrate Satchel Paige's inner strength?

⁶ *Ciudad Trujillo* (sē'oo dād' troo hē'yō) is the Spanish name for a city in northwestern Venezuela.

⁷ Here, *counterparts* refers to people who hold similar positions.

632 UNIT 5 What Brings Out the Best in You?

Writing Practice

SPIRAL REVIEW



Descriptive Writing To get the most out of the selection, students might find it helpful to know what it is like to be at a baseball game. Have students gather in small groups and then reread the passage written in Satchel Paige's own words. Encourage them

to imagine what a game announcer would say during a broadcast of the events described by Paige. Then have each group write an announcer's version of the passage. Encourage them to state their purpose and imagine the weather, the crowd, and the mood

of the game as they work descriptions of these elements into their broadcasts. Have the groups perform their broadcasts for the class.

Teach

Reading Skill

2

Determine Main Idea and Supporting Details Satchel Paige made the most of his major-league appearance.

Writer's Technique

Parentheses Point out to students the first sentence in the first paragraph on this page, which includes the phrase “at age forty-two (or forty-six, or forty-eight).”

Ask: What does the author mean by the words in parentheses? (He is referring to the fact that no one, even Paige, was certain of Satchel's age.)

What is the effect of this phrase?

(Possible response: It is meant to be humorous.)

Teaching Note

African American Vernacular English

Point out to students the quote at the bottom of the page, “Ain’t no other way to take them.” Explain that *ain’t* can mean “am not,” “isn’t,” “aren’t,” “haven’t,” and “hasn’t.” **Ask: What does *ain’t* mean in this context?** (*Isn’t*) Also point out the use of a double negative in the sentence. (There *isn’t no* other way to take them.) Explain the SAE version of this sentence: “There is no other way to take them.”

racists⁸ and the racist system had never touched him at all.

When he finally got the chance to become the first black pitcher in the American League at age forty-two (or forty-six, or forty-eight), he made the most of it. On that first day in Cleveland, Satchel Paige did the job he’d never doubted he could do. First he smiled for all the photographers. Then he told the butterflies in his stomach to leave off their flapping around. Then he shut down the St. Louis Browns for two innings before being lifted for a pinch hitter.

And still there were doubters. “Sure,” they said to each other the next day when they read the sports section. “The old man could work two innings against the Browns. Who couldn’t?”

But Satchel Paige fooled ‘em, as he’d been fooling hitters for twenty-five years and more. He won a game in relief six days later, his first major league win. Then on August 3 he started a game against the Washington Senators before 72,000 people. Paige went seven innings and won. In his next two starts he threw shutouts against the Chicago White Sox, and through the waning⁹ months of that summer, his only complaint was that he was “a little tired from underwork.” The routine on the major league level must have been pretty **leisurely** for a fellow who’d previously pitched four or five times a week.

Satchel Paige finished the 1948 season with six wins and only one loss. He’d allowed the **opposing** teams an average of

2

Determine Main Idea and Supporting Details What is the most important idea in this paragraph?



Satchel Paige played in his first Major League game on July 9, 1948, at age 42.

⁸ **Racists** believe that differences among races make their own race better than others.

⁹ Here, **waning** means “drawing to a close.” In other words, the end of the summer was near.

Vocabulary

leisurely (lēˈzhər lē) *adj.* unhurried, relaxed; free from the demands of work

opposing (ə pōzˈɪŋ) *adj.* competing or struggling against

Satchel Paige 633

English Learners

DIFFERENTIATED INSTRUCTION



Intermediate Work with students to make a list of adjectives that describe Satchel Paige, such as *talented*, *energetic*, *entertaining*, *famous*, and *generous*. Make a two-column chart on the board, with headings *Positive* and *Negative*. Write students’

suggestions for positive adjectives that describe Paige in the first column. Ask volunteers to suggest new words to add to the chart as they continue reading. To complete the chart, ask students to suggest antonyms to the words listed in the *Positive* column.

UNIT FIVE

Teach

Literary Element

1

Point of View The narrator states his opinion. He believes Paige should have won this honor years ago.

Literary Element

2

Point of View The numbers don't tell everything because only a small fraction of Satchel Paige's career was in the major leagues. His most impressive work cannot be described with numbers. It's important that a biographer tells this story, because he can recall all the struggles and triumphs of Paige's career.

Language History

Word Origins The word *base-ball* first appeared in 1744 in a children's book called *A Little Pretty Pocket-Book*, by John Newbery.

ENGLISH LEARNERS Ask: **What two words do you see in the word baseball?** (base and ball)

1

just over two runs a game. Paige was named Rookie of the Year, an honor he might well have achieved twenty years earlier if he'd had the chance. The sports-writers of the day agreed that without Satchel's contribution, the Indians, who won the pennant, would have finished second at best. Many of the writers were dismayed when Satchel appeared for only two-thirds of an inning in the World Series that fall. Paige, too, was disappointed that the manager hadn't chosen to use him more, but he was calm in the face of what others might have considered an insult. The writers told him, "You sure take things good." Satchel smiled and said, "Ain't no other way to take them."

2

Satchel Paige outlasted the rule that said he couldn't play in the big leagues because he was black. Then he made fools of the people who said he couldn't get major league hitters out because he was too old. But his big league numbers over several years—twenty-eight wins and thirty-two saves—don't begin to tell the story of Paige's unparalleled¹⁰ career. Playing for teams that no longer exist in leagues that came and went with the seasons, Satchel Paige pitched in some 2,500 baseball games. Nobody has ever pitched in more. And he had such fun at it. Sometimes he'd accept offers to pitch in two cities on the same day. He'd strike out the side for three innings in one game, then fold his long legs into his car and race down the road toward the next ballpark. If the police could catch him, they would stop him for speeding. But when they recognized him, as often as not they'd escort him to the second game with sirens howling, well aware that there might be a riot in the park if Satchel Paige didn't show up as advertised. Once he'd arrived, he'd instruct his infielders and outfielders to sit down for an inning, then he'd strike out the side again.

For his talent, his energy, and his showmanship, Satchel Paige was the most famous of the Negro league players, but when he got some measure of recognition in the majors, he urged the writers to remember that there had been lots of other great ballplayers in those Negro league

Point of View What does the narrator want you to remember?

Point of View Why don't the numbers tell the whole story? Why is it important that a biographer is telling the story?

¹⁰ If something is *unparalleled*, nothing is equal to it or better than it.

634 UNIT 5 What Brings Out the Best in You?



Writing Practice

Research and Report Invite students to use the Internet and other reputable resources to research the Baseball Hall of Fame. Remind them to use reliable Web site addresses, such as those ending in .edu or .org. Ask them to write reports detailing what they discover about this American institution. Suggest that they consider some or all of these topics:

- Where is the Hall of Fame located?
- When was the Hall of Fame founded?
- What types of exhibits does it include?
- When were the first African Americans inducted into the Hall of Fame?
- How many foreign-born players have been inducted?

games. He named them, and he told their stories. He made their exploits¹¹ alive and real for generations of fans who'd never have known.

In 1971, the Baseball Hall of Fame in Cooperstown, New York, inducted¹² Satchel Paige. The action was part of the Hall's attempt to remedy baseball's shame, the color line. The idea was to honor Paige and some of the other great Negro league players like Josh Gibson and Cool Papa Bell, however late that honor might come. Satchel Paige could have rejected that gesture. He could have told the baseball establishment that what it was doing was too little, too late. But when the time came for Satchel Paige to speak to the crowd gathered in front of the Hall of Fame to celebrate his triumphs, he told the people, "I am the proudest man on the face of the earth today."

Satchel Paige, whose autobiography was entitled *Maybe I'll Pitch Forever*, died in Kansas City in 1982. He left behind a legend as large as that of anyone who ever played the game, as well as a long list of achievements celebrated in story and song—and in at least one fine poem, by Samuel Allen:

To Satch
Sometimes I feel like I will *never* stop
Just go on forever
Till one fine mornin'
I'm gonna reach up and grab me a
handfulla stars
Swing out my long lean leg
And whip three hot strikes burnin'
down the heavens
And look over at God and say
How about that! 🍌

Satchel Paige was the first Negro league star elected to the National Baseball Hall of Fame.

¹¹ **Exploits** are brave acts or deeds.

¹² To be **inducted** is to be admitted or brought into a group. The **Baseball Hall of Fame** honors great players, managers, and broadcasters.



Satchel Paige 635

UNIT FIVE

Teach

BQ BIG Question

Students are likely to say that Satchel Paige will not reject the gesture. He has never shown anger or bitterness before over the unjust treatment he received.

Reading Skill

3

Determine Main Idea and Supporting Details

Students will probably agree. They may offer details that tell about Satchel Paige's ability to strike out even the best major league players of his time. He also pitched in more ballgames than any other pitcher.

To check students' understanding of the selection, see Unit 5 Teaching Resources, pp. 77–78.

BQ BIG Question

From what you know of Satchel Paige's character, will he reject the gesture? How do you know?

Determine Main Idea and Supporting Details Has the biographer proved this point? If so, what details support it?

Approaching Level

DIFFERENTIATED INSTRUCTION

Established Tell students that the names of sports teams usually include a city or location and the name of something that represents the team. Have students find the names of baseball teams in the biographical sketch and come up with a theory as to why each team chose that name. Have students look up any words with which they are unfamiliar. For example, the

Nashville Elite Giants may have chosen this name because they originated in Nashville and want to appear as special people who tower above others. Then divide students into small groups and have each group come up with a special name for itself. Have a representative from each group explain to the class why the group chose that name.

After You Read

Assess

For additional assessment, see Assessment Resources, pp. 137–138.

Respond and Think Critically

Possible answers:

1. He was African American. At the time, baseball was segregated and consisted of the major leagues and the Negro leagues.
2. Paige was hired for \$50 per month. Players barnstormed, or played extra games in the off-season, to earn more money.
3. Students may infer that the leagues were created to keep African American players separate from white leagues.
4. Today he would have a good salary and would not have to wait to play in the major leagues.
5. Students are likely to say that Paige was talented, hardworking, energetic, entertaining, patient, noble, dignified, and proud of his skill. Details might include the following: He had a special pitch called his “bee” ball, which was hard for even the best hitters to hit. He won the respect of Joe DiMaggio. He ignored fans’ jeering when he played in the major leagues.
6. Paige believed in his own abilities regardless of what other people said. He also believed the best of others and refused to let adversity make him bitter. People today can learn from him the importance of having faith in oneself and refusing to take “no” for an answer.

After You Read

Respond and Think Critically

1. Why wasn’t Satchel Paige allowed to play in the major leagues? **[Recall]**
2. How much did some of the players in the Negro leagues earn per month? What else did they do to make a living? **[Summarize]**
3. Why were the Negro leagues created? **[Infer]**
4. If Satchel Paige were a young baseball player today, how would his life be different? **[Compare]**
5. What kind of person do you think Satchel Paige was? How can you tell? Support your answer with details from the selection. **[Evaluate]**
6. **BQ** **BIG Question** What brought out the best in Satchel Paige? Why do you think he had such inner strength? What can people today learn from his example? **[Conclude]**

TIP

Summarizing

Remember, when you **summarize**, you retell the main ideas or events.

- Skim for main events.
- Retell events in order.
- Use your own words.

FOLDABLES Study Organizer

Keep track of your ideas about the **BIG Question** in your unit Foldable.

Examine Media

The Language of the Game

Look at this example of newspaper reporting from 1870. Then look at a current newspaper article about a baseball game and compare the two.

Base-Ball Match at Elizabeth, N.J.—The Athletics Give the Resolute a Lesson—Score, 19 to 0.

The Atlantic Club of Brooklyn yesterday visited Elizabeth, N.J., to play the Resolute Club of that village, and though the latter Club had recently been strengthened by additions from the Irvington Club, they found the Atlantic nine too strong even to obtain from them a solitary run in a full game of nine innings. This is the most noteworthy triumph the Athletics have ever achieved, for they have never beaten any club without allowing them to get a run.

from The New York Times
May 14, 1870

On Your Own Write answers to these questions on a separate sheet of paper.

1. What is the same about the two articles?
2. Which has longer sentences and words? Which is easier to read and understand?
3. What has changed about the way we talk about teams? What is the same?

636 UNIT 5 What Brings Out the Best in You?

Examine Media

1. Possible answers: Both articles give the score. They discuss the events of the game, and they place the game in the larger context of the season.
2. Students’ answers should state which has longer sentences and words. Answers should also state which is easier to read and understand.
3. Possible answers: We no longer call teams clubs. A current article wouldn’t refer to a team as “the nine.” The way we shorten teams’ names—from the Atlantic Club of Brooklyn to the Athletics, from the Chicago Cubs to the Cubs—has not changed. Students may also note that current articles tend to refer to teams by city.

Literary Element Point of View

1. What is the main point of view in this selection? How do you know?
2. Often biographers, looking back at history, write about events that their subjects could not have known at the time. Give two examples from this biography.
3. Sometimes the biographer uses Satchel Paige's own words. How can you tell? How is Paige's voice different from the omniscient narrator's voice?

Review: Theme

As you learned on page 75, the **theme** is the main message that an author wants to convey. The author usually expresses the theme as a general statement.

Test Skills Practice

4. Which statement best expresses Satchel Paige's attitude toward prejudice?
 - A. If you know your own worth, no one can take it away from you.
 - B. The best defense is a good offense.
 - C. Bullies should be confronted.
 - D. Unjust systems will always be around.

Reading Skill Determine Main Idea and Supporting Details

Test Skills Practice

5. Read this sentence from the passage.

Hank Aaron is the greatest of the home run hitters, and Rickey Henderson has stolen more bases than any other big leaguer.

This sentence supports the main idea that

 - A. African American players are accepted in the major leagues today.
 - B. racial discrimination is still present in baseball.
 - C. some baseball players still prefer to play in the Negro leagues.
 - D. players in the Negro leagues were not paid as much as they deserved.

Vocabulary Practice

Synonyms are words that have the same or nearly the same meaning. **Antonyms** are words that have opposite meanings. Identify whether the paired words in each set are synonyms or antonyms. Then write a sentence using the first word of each pair or draw or find a picture that represents the word.

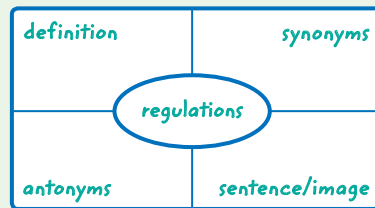
appreciation and ungratefulness
eventually and immediately
prospered and failed
leisurely and swiftly
opposing and competing

Example: appreciation and ungratefulness = antonyms

Sentence: Some students want to start a teacher-appreciation day.

Academic Vocabulary

Regulations against African American baseball players kept Satchel Paige out of the major leagues for years. To become more familiar with the word *regulations*, fill out a graphic organizer like the one below.



Literature Online

Selection Resources For Selection Quizzes, eFlashcards, and Reading-Writing Connection activities, go to glencoe.com and enter QuickPass code GL19756u5.

Satchel Paige 637

After You Read

Assess

Literary Element

1. It is third person. The narrator uses third-person pronouns and does not participate in the action.
2. When Satchel Paige started playing for the Negro leagues, he could not have known that baseball would one day be integrated or that he would be inducted into the Hall of Fame.
3. The biographer sets Paige's words apart in italics or quotation marks. Paige's voice is more tolerant and good-humored than the narrator's.

4. A

Reading Skill

5. A

Vocabulary Practice

- antonyms; Some students want to start a teacher-appreciation day.
- antonyms; Eventually, I figured out the answer, but it took hours.
- antonyms; After a good rainy season, the farmer prospered.
- antonyms; We took a leisurely walk through the neighborhood.
- synonyms; We were surrounded by the fans of the opposing team.

Academic Vocabulary

Definition: Strict official rules or laws

Synonyms: Rules, restrictions

Antonyms: Some students may say there are no true antonyms. Others may suggest antonyms along the lines of "casual agreements" or "permits."

Sentence: Before you get a driver's license, you must learn the rules and regulations of driving.

Progress Check

Can students comprehend vocabulary?

If...fewer than 2 answers are correct

Then... Glencoe Interactive Vocabulary CD-ROM.

Assess

Respond Through Writing

Biographical Narrative

Students' biographical narratives should

- outline the life of someone the student admires
- be written from the third-person point of view
- show clear chronology and use time adverbs and adverbial phrases
- include a thesis statement that clearly states why the subject's life and accomplishments are important
- include supporting details that emphasize the subject's inner strengths



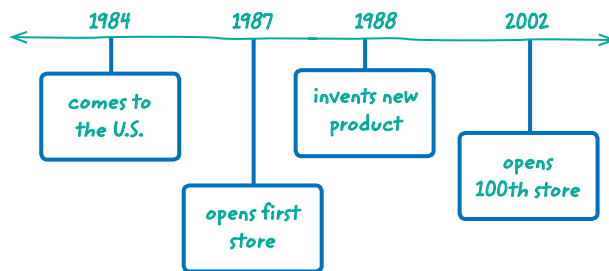
Respond Through Writing

Biographical Narrative

Apply Point of View "Satchel Paige" is a **biographical narrative**, which is a biography that reads like a story. It has an **omniscient point of view**. Now it's your turn to write a biographical narrative. Think about a famous athlete or someone with inner strength whom you admire. Write a short biographical narrative describing that person's life and explaining why the person's accomplishments matter.

Understand the Task Recall that a limited third-person narrator or an omniscient narrator is not a character within the story. The narrator uses the pronouns *he*, *she*, and *they*, not *I* and *we*.

Prewrite You may need to do some research before you write. If you are writing about someone you know, interview your subject. Think about what you want to include in your biography. You may want to arrange your research on a time line like the one below.



Draft Decide on your point of view. Write your narrative in an engaging style to interest the reader. Develop and organize all five parts of a plot. Write a thesis statement. This sentence frame might help you:

You might not have heard of _____, but [he or she] made a big difference in the life of _____.

Revise Read your draft to determine whether the information follows a logical order. Is your main idea clear and supported? Have you developed the plot, setting, and characters with sensory details? Have you used narrative devices, such as dialogue, to add interest?

Edit and Proofread Proofread your paper, correcting any errors in spelling, grammar, and punctuation. Review the Word Bank in the side column for information on time-order adverbs and phrases.

Learning Objectives

For page 638

In this assignment, you will focus on the following objectives:

Writing:

Writing a biographical narrative.

Applying point of view.

Word Bank

Biographies describe events in the past. Almost all your verbs will be in the past tense. So how can you help readers know what happened when? Following are some useful **time-order adverbs** you might want to include in your biographical narrative.

first
then
next
later
finally

Adverb phrases such as *In 1979*, *at the same time*, and *later that month* can also help make the order of events clear.

638 UNIT 5 What Brings Out the Best in You?



Writing Practice

Characterization Ask students to create a four-row characterization chart that has the following headings: *What the character says*, *What the character does and thinks*, *How the character looks*, and *How others react to the character*. Remind students that these headings describe the four methods of characterization. Ask students to look for examples of each

method as they read and to add them to their charts. When students have finished reading the biography, have them use their charts as they write a brief character sketch of Satchel Paige. You may suggest that they add a drawing to their writing. Then display their character sketches and drawings on a bulletin board.

Putting Others First



Red Cross Nurses Handing Out Wool for Knitting, c. 1942. William H. Johnson.
Smithsonian American Art Museum, Washington, DC.

BQ BIG Question What Brings Out the Best in You?

The painting *Red Cross Nurses Handing Out Wool for Knitting* by William H. Johnson honors World War II volunteers. The Red Cross nurses and community workers that are pictured here are going to provide warm clothes for soldiers. How are these people putting other people's needs before their own? What would you like to do that shows you can put others first?

English Learners

DIFFERENTIATED INSTRUCTION

Intermediate Point to the Red Cross emblems in the picture and have students connect the symbol with the name. Ask students what they know about the Red Cross. Then, write on the board the word *volunteer* and have students look the word up in a dictionary. Say that the Red Cross nurses are examples of volunteers.

Ask: **How do volunteers help people or their community?** Lead with an example or two. (*They pick up trash in their neighborhood. They visit or help care for sick people.*) Have students discuss any experience they may have had as a volunteer.

Part 2: Putting Others First

Ask: **How might the act of putting others first bring out the best in you?** (Students may say that putting others first brings out traits such as helpfulness or thoughtfulness or that it allows them to work for the greater good.)

View the Art

William Johnson went from a poor childhood in South Carolina to the study of art in Europe. His humble origins kept him alert to the situations of the less fortunate. During World War II, he wanted to call attention to the war efforts of women as well as the men who fought. As he documents here, the Red Cross provided wool so that women could make warm clothes for soldiers.

BQ BIG Question

Students may say that the workers are going into cold weather and dangerous conditions to help the soldiers. Students may mention a number of activities that would allow them to put others first, such as volunteering with a food drive, at a soup kitchen, or at a community center.



For additional support for English Learners, see Unit 5 Teaching Resources, p. 80.

Focus

Summary

This article tells the story of the extraordinary sportsmanship of Michael Phelps. As a 19-year-old, the Olympic swimmer was expected to win more gold medals than any other swimmer in history. Instead, he gave up a spot on a relay team to a teammate who had lost in another event.

Learning Objectives

For pages 640–641

In studying this text, you will focus on the following objectives:

Reading:
Previewing.

Distinguishing fact and opinion.

Set a Purpose for Reading

Read to find out how a top athlete put the needs of others before his own needs.

Preview the Article

1. What does the **title** suggest about Michael Phelps?
2. Read the **deck**, or the text below the title. What details does it provide?

Reading Strategy

Question

Asking **questions** can help you understand what you read. As you read, write your questions in a chart like the one below. Add answers when you finish.

Question	Answer

640 UNIT 5 What Brings Out the Best in You?

Research Practice

Sports Report Have students find out more about Olympic sports and records that interest them. Encourage them to conduct research at the library and online. Suggest that they look into the history and the rules of the sport as well as the biographies of the sport's outstanding athletes. Remind them to take notes and document the sources of all of their facts and quotations.

Gentleman of the POOL



Mike Blake/Reuters/NewsCom

OLYMPIC WINNER Michael Phelps is all smiles as he shows off one of the six gold medals he won at the 2004 Olympic Games in Athens, Greece.

Michael Phelps didn't beat the Olympic gold medal record at the 2004 Games. But the young swimmer left no doubt. He is a winner in—and out of—the pool.

By ALICE PARK

During the 2004 Olympics in Athens, Greece, the world expected record-breaking success from swimmer Michael Phelps. The 19-year-old American was favored to win the most gold medals ever at a single Olympics. To reach that goal, Phelps would have needed to win 8 gold medals. That number would beat the record held by U.S. swimmer Mark Spitz, who had won 7 gold medals at the 1972 Olympics in Munich, Germany.

Phelps's swimming meets were the most popular events of the first week of the Games. Fans streamed into the Olympic Aquatic Centre. TV ratings hit the roof.¹ Phelps chose to swim in the 200-meter freestyle

¹ If the television ratings **hit the roof**, a lot of people watched the Olympics on TV.

For summaries in languages other than English, see Unit 5 Teaching Resources, pp. 81–86.

Teach

Possible Responses:

1. The title suggests that Michael Phelps believes that good conduct is as important as success.
2. The deck tells readers that, even though Phelps didn't reach his goal of breaking the record for most gold medals at an Olympics, he was successful in another sense.

For an audio recording of this selection, use Listening Library Audio CD-ROM.

Readability Scores

Dale-Chall: 6.1
DRP: 58
Lexile: 920

Tell students to find the one accomplishment that defines best the sport in their mind. Have students present their findings as a brief television sports broadcast. (*Sample: It's 1936 and I'm reporting live from Berlin, where Jesse Owens has just won the gold medal.*)

on day three. The teenage swimmer knew he was not favored to win. But that didn't keep him from reaching for a personal goal.

Instead of giving in to doubt and fear, Phelps raced stroke for stroke against Olympic medal winners Ian Thorpe of Australia and Pieter van den Hoogenband of the Netherlands. Phelps came in third place, winning a bronze medal. That third-place win ended the race for the record 8 gold medals that the world had been watching for.

For Phelps, there was more to the Olympics than earning gold medals. The 200-meter bronze medal was proof that he could compete with the world's best—and enjoy it. “Racing the two greatest freestylers of all time in an Olympic final—it’s fun,” Phelps said after the race. “I had fun out there.”

Phelps had gone to Athens as a star attraction. While there, he also became known as a sportsman. After the 200-meter freestyle, the teenage swimmer continued to work toward his goals.

But he also cared about the ambitions² and feelings of his teammates. Phelps wanted to share the fun of the Games. So he gave up his spot in a medley relay³ to teammate Ian Crocker. Earlier in the week, Crocker had cost the U.S. team the gold medal in another event. “He wasn’t feeling too well [then], and I was willing to give him a chance to step up,” says Phelps. “It was the right thing to do.”

By the end of the Games in Athens, Phelps had won 8 medals (6 gold medals and 2 bronze). That matched the record for the most medals earned at an Olympics. Building on Phelps’s powerful swimming, the U.S. team had achieved its own victory. It swam to a world-record win in the medley relay. Phelps’s winning effort had paid off for everyone. The young swimmer was an all-around winner.

² **Ambitions** are strong desires to succeed or to achieve something.

³ A **medley relay** is a swimming race in which each of the four team members swims his or her part using a different kind of stroke.

Respond and Think Critically

1. Summarize the main ideas in this article. For help on writing a summary, see page 170. [\[Summarize\]](#)
2. **Text to Self** What does it mean to put others first? Describe a time when you or someone you know helped another person in this way. [\[Connect\]](#)
3. Michael Phelps won a bronze medal. While some might see third place as a failure, why did Phelps say, “I had fun out there”? [\[Interpret\]](#)

4. Why might someone who wants to win give this opportunity to a teammate? [\[Infer\]](#)
5. **Reading Strategy Question** Look back at the questions and answers you recorded as you read. How did the answers to your questions help you better understand the article?
6. **BQ BIG Question** How did Michael Phelps’s participation in the Olympic games in Athens bring out the best in him? How did putting others first help him?

TIME 641

English Learners

DIFFERENTIATED INSTRUCTION

Intermediate Tell students that many Spanish-English cognates can help them in their reading. If they think they recognize a word, they might know it already. Cognates in this selection include

- aquatic/*acuático*
- meter/*metro*
- medal/*medalla*
- relay/*relevé*

- ambition/*ambición*
- victory/*victoria*
- bronze/*bronce*
- compete/*competir*

Assess

Respond and Think Critically

Possible answers:

1. Students’ summaries should note that Michael Phelps was expected to win the most gold medals at a single Olympics; Phelps was a favorite of fans; Phelps lost a big race; Phelps gave his chance to swim in a relay to a teammate; and Michael Phelps helped others and tied the record for medals won at an Olympics.
2. Students should discuss the idea of putting another person’s needs before their own needs. They also should share a personal experience of participating in or witnessing this type of behavior.
3. Students may say that Michael Phelps is a true athlete who enjoys competing as much as winning.
4. They have been taught to share; they believe that a win for the team is a win for all; and they want to see others succeed.
5. Students may say that their questions helped them clarify unfamiliar swimming terms and explain Phelps’s unexpected behavior.
6. Michael Phelps tied the record for most medals won at a single Olympics. By putting others first, he was able to share his success and happiness with his teammates.



To check students’ understanding of the selection, see Unit 5 Teaching Resources, pp. 88–89.

Before You Read

Focus

Bellringer Options



Literature Launchers: Pre-Reading Videos DVD, Selection Launcher

Or bring in photos that show the poverty of the Great Depression. **Ask:** *How do the photos make you feel?*

Vocabulary

Ask these questions to help the class learn the vocabulary words.

1. What is the name given to an area filled with run-down buildings? *drawbacks* or *slums*? (slums)
2. What might cause many city areas to become run-down? *depression* or *slums*? (depression)
3. Which word would describe an arm that will not move? *drawbacks* or *paralyzed*? (paralyzed)
4. Which word refers to the things you don't like about your neighborhood? *Slums* or *drawbacks*? (drawbacks)



For additional vocabulary practice, see Unit 5 Teaching Resources, p. 99.



For additional context, use Glencoe Interactive Vocabulary CD-ROM.

English Learners

DIFFERENTIATED INSTRUCTION



Vocabulary Preteaching Bring in photos, illustrations, or sketches that show or suggest the vocabulary words. As you hold up or pass each picture around, ask questions about the picture that will lead students to the word the picture represents. For example, questions about a picture of

several types of cars could focus on the *drawbacks* of large vehicles (difficult to park, use a lot of gas). After students have guessed the word, encourage them to find other elements of the word's meaning in the picture.

Before You Read

Eleanor Roosevelt

Connect to the Biography

Think of a few ways in which volunteers make a difference in the world. How might you volunteer your time to help people in need?

Partner Talk With a partner, discuss ideas about places in your community where you might be able to volunteer. How could you get involved with helping people in need?

Build Background

Eleanor Roosevelt was a pioneer in many areas. She was the first president's wife to

- speak in front of a national convention,
- write a national newspaper column,
- become a radio commentator, and
- hold regular news conferences.

When Eleanor Roosevelt's husband, President Franklin D. Roosevelt, was paralyzed by polio, she traveled around the United States to act as his eyes and ears and to speak for him.

Vocabulary

drawbacks (drô' baks') *n.* shortcomings; disadvantages (p. 647). *Traveling by bicycle is cheap, but it has its drawbacks.*

paralyzed (par' ə līzd') *adj.* affected with the loss of motion or sensation in a muscle due to disease of or injury to the nervous system (p. 648). *Polio paralyzed and killed thousands of people every year before there was a vaccine for it.*

slums (slumz) *n.* heavily populated city areas identified by poverty, run-down housing, and wretched living conditions (p. 649). *Slums are "home" to the people who live there.*

depression (di presh' ən) *n.* a period marked by severely decreasing business activity, rising unemployment, and falling wages (p. 649). *In the United States, the period called the Great Depression lasted from 1929 to 1939.*

effective (i fek' tiv) *adj.* capable of producing an intended result (p. 653). *The plan was very effective.*

Meet William Jay Jacobs

"America to me is more than just a place of residence. It is a passion."

—William Jay Jacobs

A Passion for History William Jay Jacobs got his passion for American history from his parents, who were immigrants eager to make new lives in the United States. His father came from Hungary, and his mother came from Austria. Jacobs has taught history and education and has written dozens of biographies for young people.

Literary Works Jacobs has written biographies of many famous people, including baseball players, explorers, and presidents. William Jay Jacobs was born in 1933.



Literature Online

Author Search For more about William Jay Jacobs, go to glencoe.com and enter QuickPass code GL19756u5.

Approaching Level

DIFFERENTIATED INSTRUCTION



Vocabulary Preteaching Have students form four small groups. Assign a vocabulary word to each group. Have each group discuss how to represent the word visually. Groups could use illustration, pantomime, or a brief performance. Have the groups present their visual representations of the words to the class.

Set Purposes for Reading

BQ BIG Question

As you read, ask yourself, how did Eleanor Roosevelt use the advantages and opportunities in her life to help others?

Literary Element Text Features

Some texts include **graphics**—photographs, diagrams, drawings, charts, maps, graphs, and time lines. Graphics present information in a way that makes ideas easy to understand at a glance. Graphics usually have captions that explain what is being shown. Like many biographies and magazine articles, this biography includes a **time line**—a line on which important events and their dates are marked in chronological, or time, order.

Good graphics and good writing go hand in hand to help you understand exactly what an author is trying to say.

As you read, ask yourself, how do the time line and graphics help me understand who Eleanor Roosevelt was and what she accomplished?

Reading Strategy Summarize

When you **summarize**, you briefly retell a selection in your own words. A good summary includes only the selection's main ideas and important details. Main ideas are the major points that a writer or speaker wants you to remember. Important details explain more about the main ideas.

Because it requires that you learn to separate main ideas from details, summarizing a selection helps you understand and remember it clearly.

When you summarize, you should

- create a short version of the original passage using your own words
- present ideas in chronological order, or the order in which they happened
- state only main ideas and important details
- include answers to the questions *Who? What? When? Where? Why? and How?*

To help summarize this selection, use a chart like the one below to note important events in Eleanor Roosevelt's life.

Event	When It Happened	Why It Is Important
Within 18 months, Eleanor's mother, her brother, and her father died.	Eleanor was eight.	Her parents' death led to her quiet, lonely childhood.

Learning Objectives

For pages 642–657

In studying this text, you will focus on the following objectives:

Literary Study: Analyzing sequence: chronological order.

Reading:
Analyzing text structure.
Monitoring comprehension.

Speaking and Listening:
Delivering a speech.

TRY IT

Summarize Think of an interesting story that you heard recently. You may have heard it from a friend or on the news. Retell the story to another friend, but leave out all of the minor details. Tell only the most important parts of the story.

Before You Read

Focus

Summary

Eleanor Roosevelt began volunteer work with poor children when she was a young woman, and her involvement with social issues continued for the rest of her life. When her husband, politician and later president, Franklin D. Roosevelt, was diagnosed with polio, Eleanor kept him in the public eye, traveling the country and talking with people about their hardships in the Great Depression. Later, after retiring from a position at the United Nations, she continued her diplomatic and social work until her death in 1962.

For summaries in languages other than English, see Unit 5 Teaching Resources, pp. 90–95.

Literary Element

Text Features Students should think about how graphics can help to clarify an author's writing. For example, have students discuss how a map in a history book helps them visualize where historical events occurred.

Reading Strategy

Summarize Point out that students encounter summaries daily. Bring in a television guide that contains movie and TV show summaries. Have students notice that the summaries focus on the main idea of a movie or show.

TRY IT

Responses should focus on the main ideas and exclude minor details.

Eleanor Roosevelt 643

English Learners

DIFFERENTIATED INSTRUCTION

Advanced Explain to students that several prefixes, in addition to *un-* and *in-*, mean “not” or “the opposite of.” Write the following prefixes on the board: *il-*, *ir-*, *im-*. Ask students to volunteer words that use these prefixes. (Possible responses: *illegal*, *illogical*, *irrelevant*, *irresponsible*, *impolite*, *impossible*) Allow

students to use dictionaries if they have difficulty thinking of appropriate words. Tell students some of the rules for using these prefixes: for example, use *il-* before *l*, *ir-* before *r*, *im-* before *m* or *p*.

Teach

BQ BIG Question

The pain and the loneliness that Eleanor experienced in her early life probably made her sensitive to the needs and the pain of others.

Reading Strategy

1

Summarize Eleanor was unattractive, had a crooked spine, and was not wanted by her mother.

For additional reading skill or strategy practice, see Unit 5 Teaching Resources, p. 97.

Vocabulary

2

Ask: What does the word *homely* mean? (*having plain features*) If students do not know what it means, encourage them to look at context clues—the adjectives that precede *homely* (*plain looking, ordinary*).

Cultural History

The Ugly Duckling Some students may be unfamiliar with the story of the ugly duckling. Ask a volunteer to recount it. Have students discuss in what way the story of the ugly duckling relates to the story of Eleanor Roosevelt's life.

Readability Scores

Dale-Chall: 6.5

DRP: 58

Lexile: 960

Eleanor Roosevelt

William Jay Jacobs

Eleanor Roosevelt was the wife of President Franklin Delano Roosevelt. But Eleanor was much more than just a president's wife, an echo of her husband's career.

Sad and lonely as a child, Eleanor was called "Granny" by her mother because of her seriousness. People teased her about her looks and called her the "ugly duckling." . . .

Yet despite all of the disappointments, the bitterness, the misery she experienced, Eleanor Roosevelt refused to give up. Instead she turned her unhappiness and pain to strength. She devoted her life to helping others. Today she is remembered as one of America's greatest women.

Almost from the day of her birth, October 11, 1884, people noticed that she was an unattractive child. As she grew older, she could not help but notice her mother's extraordinary beauty, as well as the beauty of her aunts and cousins. Eleanor was plain looking, ordinary, even, as some called her, homely. For a time she had to wear a bulky brace on her back to straighten her crooked spine.

When Eleanor was born, her parents had wanted a boy. They were scarcely able to hide their disappointment. Later, with the arrival of two boys, Elliott and Hall, Eleanor watched her mother hold the boys on her lap and lovingly stroke their hair, while for Eleanor there seemed only coolness, distance.

BQ BIG Question

What do you think made Eleanor Roosevelt sensitive to the needs of others?

2

Summarize Briefly state what made Eleanor's childhood so difficult.

644 UNIT 5 What Brings Out the Best in You?

Literary Element Practice



Characterization On the board draw a three-column chart with these headings: *Character's Thoughts*, *Character's Actions*, and *Other Characters' Reactions*. Have students find examples of these kinds of characterization on the selection's first two pages. (*Possible responses: Thoughts: felt unwanted; Actions: made up stories about her father; Other Characters' Reactions: Her parents were*

disappointed that she was a girl.) Ask students whether they think the author makes Eleanor Roosevelt's personality "come to life."

Character's Thoughts	Character's Actions	Other Characters' Reactions

Feeling unwanted, Eleanor became shy and withdrawn. She also developed many fears. She was afraid of the dark, afraid of animals, afraid of other children, afraid of being scolded, afraid of strangers, afraid that people would not like her. She was a frightened, lonely little girl.

The one joy in the early years of her life was her father, who always seemed to care for her, love her. He used to dance with her, to pick her up and throw her into the air while she laughed and laughed. He called her “little golden hair” or “darling little Nell.”

When Eleanor was eight, her mother, the beautiful Anna, died. Afterward her brother Elliott suddenly caught diphtheria¹ and he, too, died. Eleanor and her baby brother, Hall, were taken to live with their grandmother in Manhattan.²

A few months later another tragedy struck. Elliott Roosevelt, Eleanor’s father, also died. Within eighteen months Eleanor had lost her mother, a brother, and her dear father.

Few things in life came easily for Eleanor, but the first few years after her father’s death proved exceptionally hard. Grandmother Hall’s dark and gloomy townhouse had no place for children to play. The family ate meals in silence. Every morning Eleanor and Hall were expected to take cold baths for their health. Eleanor had to work at better posture by walking with her arms behind her back, clamped over a walking stick.

Instead of making new friends, Eleanor often sat alone in her room and read. For many months after her father’s death she pretended that he was still alive. She made him the hero of stories she wrote for school. Sometimes, alone and unhappy, she just cried.

¹ **Diphtheria** is a disease that is caused by bacteria that are easily spread from one person to another. It is identified by fever, the development of a leatherlike tissue that can block the throat, and the body’s production of a poison that can harm the heart muscle.

² **Manhattan** is the island that is the financial, business, and cultural center of New York City.

3 Text Features What does the photograph of Eleanor as a young girl suggest about her?

Eleanor with her father, Elliott Roosevelt. April 30, 1889.



5 Summarize Briefly restate the events that made it necessary for Eleanor to be in her grandmother’s care.

UNIT FIVE

Teach

Vocabulary

3

Have students look at the word *withdrawn*. Ask: **Would a withdrawn person enjoy going to parties?** (Probably not) If students have trouble answering the question, have them use a dictionary to find the definition of *withdrawn*.

Literary Element

4

Text Features The photograph suggests that she was a wealthy child who was very serious and perhaps unhappy.

APPROACHING After students have read the paragraph that begins “The one joy in the early years...,” have them discuss what Eleanor’s father might be thinking in the photograph. (*How much he cares about his daughter*)

For additional literary element practice, see Unit 5 Teaching Resources, p. 96.

Reading Strategy

5

Summarize When Eleanor was eight, her mother died. A few months later, her father also died.

Eleanor Roosevelt 645

English Learners

DIFFERENTIATED INSTRUCTION

Intermediate English learners may sometimes have difficulty with the author’s style, particularly in the paragraph that begins “The next year, when Eleanor was eight...” The author’s use of many commas may confuse readers. Ask students what each dependent clause refers to. (*“the beautiful Anna” refers to “her mother,” and “Hall” refers to “her baby brother.”*)

Approaching Level

DIFFERENTIATED INSTRUCTION

Established Ask students to place the following events in chronological order:

- death of Eleanor’s brother
 - death of Eleanor’s mother
 - death of Eleanor’s father
- (*death of Eleanor’s mother, death of Eleanor’s brother, death of Eleanor’s father*)

UNIT FIVE

Teach

Literary Element

1

Text Features The caption describes what is shown in the photograph (“I was tall, very thin...”)¹ and gives us a little more information that you can’t see. (“and very shy”).

BQ BIG Question

It made her stronger mentally and physically, and it helped her become more outgoing and respected by her teammates.

Political History

World War I At the beginning of World War I in 1914, President Woodrow Wilson declared that the United States would remain neutral in the European conflict. The U.S. did not enter the fight until 1917, after it was discovered that Germany had offered to help Mexico recover territory in the U.S. **Ask:** **What can you infer is the definition of the word *neutral*?** (*not taking part; not taking a side*)



1 Eleanor as a girl with her horse. She described herself at this age in her autobiography, *This Is My Story*: “I was tall, very thin, and very shy.”

Text Features How does the caption support the photo?

Just before Eleanor turned fifteen, Grandmother Hall decided to send her to boarding school in England. The school she chose was Allenswood, a private academy³ for girls located on the outskirts of London.

It was at Allenswood that Eleanor, still thinking of herself as an “ugly duckling,” first dared to believe that one day she might be able to become a swan.

At Allenswood she worked to toughen herself physically. Every day she did exercises in the morning and took a cold shower. Although she did not like competitive team sports, as a matter of self-discipline she tried out for field hockey. Not only did she make the team but, because she played so hard, also won the respect of her teammates.

Eleanor was growing up, and the joy of young womanhood had begun to transform her personality.

In 1902, nearly eighteen years old, she left Allenswood, not returning for her fourth year there. Grandmother Hall insisted that, instead, she must be introduced to society as a debutante—to go to dances and parties and begin to take her place in the social world with other wealthy young women.

³ An **academy** is a private school for education after grade school.

BQ BIG Question

How did getting involved in exercise and sports at Allenswood change Eleanor for the better?

Research Practice

Primary Sources Explain to students that a primary source is a document or other item that was written or recorded by someone who was a participant in or witness to an event. Inform students that Eleanor Roosevelt wrote letters, speeches, newspaper columns,

and a book. She also gave interviews. Have students visit the library or use electronic resources to find at least two primary sources related to Eleanor Roosevelt, preferably sources authored by Roosevelt herself. Have students bring copies of the primary sources

to class to share with other students. Discuss how researching and viewing these primary sources affect students’ ideas about Eleanor Roosevelt.

Teach

Reading Strategy

2

Summarize Summarize this paragraph about Eleanor's life as a debutante.

Summarize Eleanor went to parties and dances, but she also worked at a settlement house where she taught girls gymnastics, took children to museums and concerts, and tried to get their parents involved in politics.

Vocabulary

3

Ask: What two words do you see in the vocabulary word *drawbacks*? (*draw* and *backs* or *back*) Tell students that *draw* can mean "to pull," as in "to draw someone aside." Have students put this definition together with the word *back*. Help students to visualize a *drawback* as something that *pulls* the quality of something *back* or *down*.

Literary Element

4

Text Features **Ask:** When would be a good time to look at the footnotes for the terms on this page? (Possible responses: when you read the terms; after reading the paragraph; when skimming the article before you start to read) Guide students to understand that even if the reader understands a term, footnotes can contain new information about the term and should always be examined.

Literary Element

5

Text Features It emphasizes her role as the mother of five young children in addition to being the socially active wife of an important government official.

Eleanor, as always, did as she was told. She went to all of the parties and dances. But she also began working with poor children at the Rivington Street Settlement House⁴ on New York's Lower East Side. She taught the girls gymnastic exercises. She took children to museums and to musical performances. She tried to get the parents interested in politics in order to get better schools and cleaner, safer streets.

Meanwhile Eleanor's life reached a turning point. She fell in love! The young man was her fifth cousin, Franklin Delano Roosevelt.

Eleanor and Franklin had known each other since childhood. Shortly after her return from Allenswood, they had met by chance on a train. They talked and almost at once realized how much they liked each other.

For a time they met secretly. Then they attended parties together. Franklin—tall, strong, handsome—saw her as a person he could trust. He knew that she would not try to dominate him.

On March 17, 1905, Eleanor and Franklin were married. In May 1906 the couple's first child was born. During the next nine years Eleanor gave birth to five more babies, one of whom died in infancy. Still timid, shy, afraid of making mistakes, she found herself so busy that there was little time to think of her own **drawbacks**.

⁴ In the late 1800s, **settlement house** was the name given to a city neighborhood institution with a staff of social workers who provided education, recreation, food, and other services for new area residents, usually immigrants.

Vocabulary

drawbacks (drô' baks') *n.* shortcomings; disadvantages

2

Summarize Summarize this paragraph about Eleanor's life as a debutante.



Franklin and Eleanor Roosevelt with their children, Anna, James, Elliott, Franklin Jr., and John.

3

Text Features What does the photograph of the Roosevelts and their children emphasize about Eleanor?

4

5

Eleanor Roosevelt 647

English Learners

DIFFERENTIATED INSTRUCTION

Intermediate Guide students through a lesson on how to use context clues to understand the meaning of an unfamiliar word. Remind students that context clues are words or phrases near the unfamiliar word. Direct students to the word *debutante* on the previous page. Model the way to use context clues to determine its meaning.

Say: What is a *debutante*? Let's see, it involves being "introduced to society," so the person

has to go "to dances and parties and take her place in the social world with other wealthy young women." Encourage students to stop when they encounter an unfamiliar word and use context clues to determine its meaning. Advise them to verify the meaning they have arrived at by looking it up in a dictionary.

Teach

BQ BIG Question

The challenge of saving the human mind and spirit always seemed to give Eleanor strength. When others urged Franklin to give up politics, Eleanor argued that he should continue his work. **Ask: What lesson can you learn from Eleanor Roosevelt's determination?**

Meanwhile Franklin's career in politics advanced rapidly. In 1910 he was elected to the New York State Senate. In 1913 President Wilson appointed him Assistant Secretary of the Navy—a powerful position in the national government, which required the Roosevelts to move to Washington, D.C.

In 1917 the United States entered World War I as an active combatant. Like many socially prominent⁵ women, Eleanor threw herself into the war effort. Sometimes she worked fifteen and sixteen hours a day. She made sandwiches for soldiers passing through the nation's capital. She knitted sweaters. She used Franklin's influence to get the Red Cross to build a recreation room for soldiers who had been shell-shocked in combat. . . .

In the summer of 1921 disaster struck the Roosevelt family. While on vacation Franklin suddenly fell ill with infantile paralysis—polio—the horrible disease that each year used to kill or cripple thousands of children, and many adults as well. When Franklin became a victim of polio, nobody knew what caused the disease or how to cure it.

Franklin lived, but the lower part of his body remained **paralyzed**. For the rest of his life he never again had the use of his legs. He had to be lifted and carried from place to place. He had to wear heavy steel **braces** from his waist to the heels of his shoes.

His mother, as well as many of his advisers, urged him to give up politics, to live the life of a country gentleman on the Roosevelt estate at Hyde Park, New York. This time, Eleanor, calm and strong, stood up for her ideas. She argued that he should not be treated like a sick person, tucked away in the country, inactive, just waiting for death to come.

Franklin agreed. Slowly he recovered his health. His energy returned. In 1928 he was elected governor of New York. Then, just four years later, he was elected president of the United States.

⁵ A **prominent** member of the community is someone who is well known or important.

Vocabulary

paralyzed (par'ə līzd') *adj.* affected with the loss of motion or sensation in a muscle due to disease of or injury to the nervous system

Visual Vocabulary

Braces are devices used to support or hold in place parts of the body.



BQ BIG Question

What always seemed to bring out the best in Eleanor?

648 UNIT 5 What Brings Out the Best in You?

Reading Practice

Identify Plot Remind students that the plot in a piece of fiction has a turning point, or climax. Before the turning point, the action rises to reach the moment when a decision must be made and things change. After the turning point, things go in another direction and issues are often resolved. Tell students that nonfiction often mirrors this pattern. Explain that Eleanor

Roosevelt's time at Allenswood was a turning point for her. On the board, draw a two-column chart with the headings *Before Allenswood* and *After Allenswood*. To fill in the chart, have students identify elements of Roosevelt's life before and after her time at Allenswood.

Teach

Reading Strategy

1

Summarize The country was in its worst depression. One of every four Americans was out of work, out of hope, and forced to beg for food and money.

Summarize Summarize the information about the state of the country when Franklin Roosevelt became president.

1

Meanwhile Eleanor had changed. To keep Franklin in the public eye while he was recovering, she had gotten involved in politics herself. It was, she thought, her “duty.” From childhood she had been taught “to do the thing that has to be done, the way it has to be done, when it has to be done.”

After becoming interested in the problems of working women, she gave time to the Women’s Trade Union League (WTUL). It was through the WTUL that she met a group of remarkable women—women doing exciting work that made a difference in the world. They taught Eleanor about life in the **slums**. They awakened her hopes that something could be done to improve the condition of the poor. She dropped out of the “fashionable” society of her wealthy friends and joined the world of reform—social change.

For hours at a time Eleanor and her reformer friends talked with Franklin. They showed him the need for new laws: laws to get children out of the factories and into schools; laws to cut down the long hours that women worked; laws to get fair wages for all workers.

By the time that Franklin was sworn in as president, the nation was facing its deepest **depression**. One out of every four Americans was out of work, out of hope. At mealtimes people stood in lines in front of soup kitchens for something to eat. Mrs. Roosevelt herself knew of once-prosperous families who found themselves reduced to eating stale bread from thrift shops or traveling to parts of town where they were not known to beg for money from house to house.

Eleanor and Franklin Roosevelt on election night, 1932.



Vocabulary

slums (slumz) *n.* heavily populated city areas identified by poverty, run-down housing, and wretched living conditions

depression (di presh’ən) *n.* a period marked by severely decreasing business activity, rising unemployment, and falling wages



Eleanor Roosevelt 649

English Learners

DIFFERENTIATED INSTRUCTION



Advanced When they encounter an unfamiliar word, English learners may find it useful to break the word into its components. Have students examine the word *depression* and then consider the verb form *depress*. **Ask:**

What word do you see inside depress? (*press*)

Explain that the prefix *de-*, in this context,

means “down.” Guide students to put *de-* and *press* together to infer the meaning “to press down.” Explain that a depression is a time when the economy is “pressed down,” or is not doing very well.

UNIT FIVE

Teach

BQ BIG Question

She seemed to understand people of every race and class and sympathized with their needs. **Ask:** *How do you think people today would react to a First Lady who is that active in social issues?*

Cultural History

Marian Anderson (1897–1993) This talented African American singer toured Europe and South America before being widely recognized in the United States. In addition to being named a delegate to the United Nations, Anderson won numerous awards and honors, including the 1963 Presidential Medal of Freedom.

Literary Element

1

Text Features Eleanor looks much happier, more at ease, and more confident in this photo than she does in previous photos. **Ask:** *Why do you think she appears happier and more confident?*

Eleanor worked in the charity kitchens, ladling out soup. She visited slums. She crisscrossed the country learning about the suffering of coal miners, shipyard workers, migrant⁶ farm workers, students, housewives—Americans caught up in the paralysis of the Great Depression. Since Franklin himself remained crippled, she became his eyes and ears, informing him of what the American people were really thinking and feeling. Eleanor also was the president's conscience, personally urging on him some of the most compassionate, forward-looking laws of his presidency.

She lectured widely, wrote a regularly syndicated⁷ newspaper column, "My Day," and spoke frequently on the radio. She fought for equal pay for women in industry. Like no other First Lady up to that time, she became a link between the president and the American public.

Above all she fought against racial and religious prejudice. When Eleanor learned that the DAR (Daughters of the American Revolution) would not allow the great black singer Marian Anderson to perform in their auditorium in Washington, D.C., she resigned from the organization. Then she arranged to have Miss Anderson sing in front of the Lincoln Memorial.

Similarly, when she entered a hall where, as often happened in those days, blacks and whites were seated in separate sections, she made it a point to sit with the blacks.

6 Migrant farm workers move each season from one region to another to harvest crops.

7 An article that is **syndicated** is sold to several newspapers to be published at the same time.

BQ BIG Question

Why do you think Eleanor was a good choice for this role?



First Lady Eleanor Roosevelt, on the cover of *TIME* magazine, April 17, 1939

Text Features How does Eleanor's expression here differ from her expressions in the previous photographs?

650 UNIT 5 What Brings Out the Best in You?

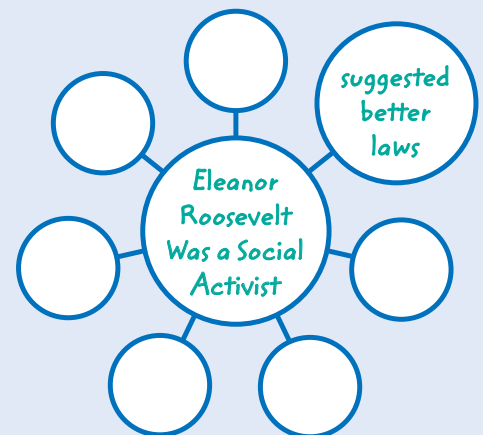
Reading Practice



Main Idea and Supporting Details

Work with students to make a main idea web. Draw a large circle and write *Eleanor Roosevelt Was a Social Activist* in the center. Ask students to identify details that support this idea. Add the details they suggest to the chart in the smaller circles that are connected to the main idea circle. (Possible responses: met reformers through WTUL; left fashionable

society; suggested better laws; visited slums; worked in soup kitchens; kept president in touch with poor people) Suggest that students use a main idea web whenever they find a text confusing.



Her example marked an important step in making the rights of blacks a matter of national priority.⁸

On December 7, 1941, Japanese forces launched a surprise attack on the American naval base at Pearl Harbor, Hawaii. The United States entered World War II, fighting not only against Japan but against the brutal dictators who then controlled Germany and Italy.

Eleanor helped the Red Cross raise money. She gave blood, sold war bonds. But she also did the unexpected. In 1943, for example, she visited barracks and hospitals on islands throughout the South Pacific. When she visited a hospital, she stopped at every bed. To each soldier she said something special, something that a mother might say. Often, after she left, even battle-hardened men had tears in their eyes. Admiral Nimitz, who originally thought such visits would be a nuisance, became one of her strongest admirers. Nobody else, he said, had done so much to help raise the spirits of the men.

By spring 1945 the end of the war in Europe seemed near. Then, on April 12, a phone call brought Eleanor the news that Franklin Roosevelt, who had gone to Warm Springs, Georgia, for a rest, was dead.

With Franklin dead, Eleanor Roosevelt might have dropped out of the public eye, might have been remembered in the history books only as a footnote to the president's program of social reforms. Instead she found new strengths within herself, new ways to live a useful, interesting life—and to help others. Now, moreover, her successes were her own, not the result of being the president's wife.

In December 1945 President Harry S. Truman invited her to be one of the American delegates going to London to begin the work of the United Nations.⁹ Eleanor hesitated, but the president insisted. He said that the nation needed her; it was her duty. After that Eleanor agreed.

⁸ **A matter of national priority** is something that deserves to receive the government's chief attention.

⁹ The **United Nations**, which was founded in 1945, is an international organization of independent states that seeks to maintain world peace, works for cooperation among nations, and strengthens respect for treaties and other agreements under international law.

Summarize Summarize the two paragraphs, beginning with "Above all," about Eleanor's fight against racial and religious prejudice.

2

UNIT FIVE

Teach

Reading Strategy

2

Summarize After hearing that the Daughters of the American Revolution wouldn't allow Marian Anderson to perform in their hall, Eleanor resigned from the D.A.R. and arranged to have Anderson perform at the Lincoln Memorial. In halls in which blacks and whites were seated separately, Eleanor always sat with the blacks.

BQ BIG Question

Why did Eleanor's presence have such a good effect on those she visited?

BQ BIG Question

As the President's wife, she had put her life in danger and traveled halfway around the world into the war zone just to visit with the injured soldiers. Because she had experienced loneliness and pain in her life and was a mother who had lost a child, she was able to understand the men and relate to them in a personal way.

Eleanor Roosevelt 651

English Learners

DIFFERENTIATED INSTRUCTION



Intermediate Review with English learners the difference in meaning between *will* as a noun and as a verb. Then write the homograph *dove* on the board. Ask volunteers to use the word in as many different ways as they can. (*Dove is a bird (noun) or the past tense of dive. (verb)*) Have students work in

small groups and choose two words from the following list: *stamp, cast, run, coast, and race*. Ask students to write two or three sentences that illustrate the meaning of each word.

Teach

Reading Strategy

1

Summarize She became a delegate to the United Nations and helped draft and pass the Declaration of Human Rights.

Political History

Declaration of Human Rights The Holocaust, in which several million Jews, gypsies, and other so-called “undesirables” were methodically killed by the Nazis, was one of the primary reasons for the drafting of the Declaration of Human Rights. Its purpose is to establish “a common standard of achievement for all peoples and all nations,” so it is concerned primarily with eliminating prejudice and upholding human dignity. The date of its adoption in 1948, December 10, is now celebrated as Human Rights Day. **Ask:** Do you think that writing a Declaration of Human Rights was a good idea?

Literary Element

2

Text Features She was serving as one of the United States delegates sent by President Truman to London to begin the work of the United Nations.

Writing Practice

Research and Report Ask each student to come up with three questions about Eleanor Roosevelt that are not answered in the selection, such as the following:

- What work did she do for the U.N. in addition to helping draft the Declaration of Human Rights?
- What did Eleanor do for the Red Cross?
- What was her relationship with her husband like?

In the beginning some of her fellow delegates¹⁰ from the United States considered her unqualified for the position, but after seeing her in action, they changed their minds.

Mrs. Roosevelt helped draft the United Nations Declaration of Human Rights. The Soviets wanted the declaration to list the duties people owed to their countries. Eleanor insisted that the United Nations should stand for individual freedom—the rights of people to free speech, freedom of religion, and such human needs as health care and education. In December 1948, with the Soviet Union and its allies refusing to vote, the Declaration of Human Rights won approval of the UN General Assembly by a vote of forty-eight to zero.

¹⁰ **Delegates** are people who are given the authority to act as representatives of their government.

2

Eleanor Roosevelt holds a poster of the Universal Declaration of Human Rights. This document was adopted by the United Nations General Assembly on December 10, 1948, in honor of Human Rights Day.

Summarize Summarize Eleanor’s accomplishments following Franklin’s death.

Text Features In what role was Eleanor serving when this photograph was taken?



Tell students to use a variety of authoritative Internet sites and other resources to find answers to their questions and to write brief reports about the information they uncover. You may want to review the research process with students by using the material at the back of the book. Be sure students credit their sources and include a bibliography page. Suggest that students share their findings with the class.

Even after retiring from her post at the UN, Mrs. Roosevelt continued to travel. In places around the world she dined with presidents and kings. But she also visited tenement slums in Bombay, India; factories in Yugoslavia; farms in Lebanon and Israel.

Everywhere she met people who were eager to greet her. Although as a child she had been brought up to be formal and distant, she had grown to feel at ease with people. They wanted to touch her, to hug her, to kiss her.

Eleanor's doctor had been telling her to slow down, but that was hard for her. She continued to write her newspaper column, "My Day," and to appear on television. She still began working at seven-thirty in the morning and often continued until well past midnight. Not only did she write and speak, she taught special needs children and raised money for health care of the poor.

As author Clare Boothe Luce put it, "Mrs. Roosevelt has done more good deeds on a bigger scale for a longer time than any woman who ever appeared on our public scene. No woman has ever so comforted the distressed or so distressed the comfortable."

Gradually, however, she was forced to withdraw from some of her activities, to spend more time at home.

On November 7, 1962, at the age of seventy-eight, Eleanor died in her sleep. She was buried in the rose garden at Hyde Park, alongside her husband.

Adlai Stevenson, the American ambassador to the United Nations, remembered her as "the First Lady of the World," as the person—male or female—most **effective** in working for the cause of human rights. As Stevenson declared, "She would rather light a candle than curse the darkness."

And perhaps, in sum, that is what the struggle for human rights is all about. 🕯️

Vocabulary

effective (i fek' tiv) *adj.* capable of producing an intended result

BQ BIG Question

Throughout her life, what brought out the best in Eleanor?

Summarize Briefly state the major accomplishments of Eleanor's life that led Adlai Stevenson to make this statement.

Eleanor Roosevelt 653

UNIT FIVE

Teach

BQ BIG Question

Problems that involved human needs or seemed impossible to solve, such as improving working conditions for the poor and gaining basic rights for all, brought out the best in Eleanor.

Vocabulary

3

Explain the difference between *effective* and *affective*. *Effective* means "producing the desired outcome." *Affective*, related to the word *affection*, means "expressing or causing emotion." A love story that makes a reader cry is both effective and affective.

Reading Strategy

4

Summarize Eleanor worked to improve the lives of the poor and working women, fought racial and religious prejudice, made the role of First Lady an important one, inspired soldiers and the nation during World War II, and served as a United States delegate to the United Nations and the chairperson of its Human Rights Committee.

Advanced Learners

DIFFERENTIATED INSTRUCTION

Write a News Article Ask students to imagine that they are news reporters writing about the contributions Eleanor Roosevelt made to society even after the death of her husband, President Franklin Roosevelt. Tell them to base their brief articles on the facts

in the story. Suggest that they prepare for writing by taking notes before using the information to write a first draft. You may want to collect their articles and bind them together in a class anthology.

Approaching Level

DIFFERENTIATED INSTRUCTION

Emerging Tell students to imagine what it must have been like to be Eleanor Roosevelt when she was a young girl or a young woman. Remind them of the adversities she faced and how she handled them. They may want to skim or reread sections of the story. Then have students write a short diary entry, pretending they are Eleanor. Have them explain what is happening and how they feel about it. Remind students to write in the first person, using pronouns such as *I*, *me*, *my*, and *mine*.

Teach

Literary Element

1

Text Features Eleanor Roosevelt lived in an age that was just beginning to recognize the rights and contributions of women, yet she played an important role in American government and in world politics.

Teaching Note

Time Line A time line or other text feature never tells you an entire story. This time line shows that the first important event in Eleanor's life was marrying Franklin. **Ask:** After reading this selection, what do you think were important events in Eleanor's life before she married Franklin? (Possible responses: the death of her family members; her time at Allenswood)

in Eleanor Roosevelt's Time



1905 March 17: Eleanor marries Franklin D. Roosevelt in New York.

1920 Congress passes the Nineteenth Amendment,² granting women the right to vote.

1926 Eleanor helps purchase Todhunter School, a girls' seminary,³ where she teaches history and government.



1900

1910

1920

1930

1917 The United States enters World War I.

1912 Eleanor attends her first Democratic Party Convention.¹

1933 Frances Perkins becomes Secretary of Labor, the first woman cabinet member in U.S. history.

1928 Eleanor is appointed Director of Women's Activities for the Democratic Party; FDR is elected governor of New York.



- 1** The **Democratic Party Convention** is a meeting for people who are members of the Democratic political party.
- 2** **Congress** is the part of the United States government that makes laws. The **Nineteenth Amendment** is the nineteenth change made to the United States Constitution since it became the law of the land in 1781.
- 3** A **seminary** is a school or an academy at or beyond high school level, especially a boarding school for young women.

Text Features What happened in 1920? Why does the event make Eleanor Roosevelt's later achievements seem even more remarkable?

654 UNIT 5 What Brings Out the Best in You?

Reading Practice



Evaluate Discuss the advantages and disadvantages of time lines with students. Some advantages are that they furnish a quick overview of a period of time, provide a sense of historical context, and make it easy for readers to see how events are related. Disadvantages are that readers have to make their own

connections between the events on the time line and that descriptive details about the events are omitted. Ask students whether they can think of other types of information that are easier to read when displayed in a graphic such as a chart or a table. (Possible responses: statistics, some types of instructions, calendars)

Teach

Literary Element

2

Text Features She influenced them through her intelligence, her dedication to securing basic human rights for all people, her ability to get things done, and her warmth and honesty.

Political History

Separate but Equal Point out to students the 1954 event, *Brown v. Board of Education*. Prior to this case, the law allowed “separate but equal” accommodations, meaning that schools (and other public establishments) could separate African American students from white students as long as the classrooms in which they were housed were “equal” in quality. In the landmark 1954 case, the U.S. Supreme Court ruled that “separate but equal” public schools were unconstitutional.

To check students’ understanding of the selection, see Unit 5 Teaching Resources, pp. 101–102.

2

Text Features Look at the photograph for 1961. How did Eleanor Roosevelt influence presidents?

Eleanor Roosevelt 655

English Learners

DIFFERENTIATED INSTRUCTION

Advanced Write the prefixes *non-* and *dis-* on the board. Have students volunteer words that have these prefixes, such as *nonsense* or *disinterest*. If necessary, allow students to consult dictionaries for words.

1936 FDR runs for and wins reelection. With Eleanor’s help, African American Mary McLeod Bethune is appointed director of Negro Affairs in the National Youth Administration (NYA).

1938 Congress passes a law banning child labor.

1941 December 7: The U.S. enters World War II.

1940

1945 Eleanor influences the Army Nurse Corps to open its membership to black women; she joins the NAACP⁵ board of directors.

April 12: Franklin Delano Roosevelt dies.

September 2: Japan surrenders to the Allies. World War II ends.

1943 Eleanor tours the South Pacific to boost the soldiers’ morale.⁴

1950

1948 Eleanor’s leadership leads to passage of the Universal Declaration of Human Rights.

1952 Eleanor resigns from the United Nations.

1957 Congress passes a law making it a federal crime to prevent an African American from voting.

1960

1962 November 7: Eleanor dies at the age of seventy-eight of tuberculosis.⁶

1961 John F. Kennedy reappoints Eleanor to the United Nations and appoints her as chair of the President’s Commission on the Status of Women.

1970

1954 The *Brown v. Board of Education* decision outlaws segregation in public schools.

4 **Morale** is the attitude or condition of a person or a group with respect to such qualities as courage, confidence, and high spirits.

5 The **NAACP** is the National Association for the Advancement of Colored People.

6 **Tuberculosis** is a disease that is caused by bacteria, and it can be spread from one person to another. It may affect any part of the body, especially the lungs or joints.

Approaching Level

DIFFERENTIATED INSTRUCTION

Emerging To help students understand the concept of a time line, help them create time lines of their own lives. First, instruct them to make a list of important events in their lives (such as day they were born, first day of school, day they won an important award) and approximate dates when these events occurred. Have students copy the style of

the time line: dots on the line for important dates; lines that ascend or descend from the dots; brief labels at the ends of the lines for the events represented by the dates. Have students draw the time line on another piece of paper. Encourage them to include illustrations for some events on the time line.

After You Read

Assess

Respond and Think Critically

Possible answers:

1. She was unwanted by her mother, teased about her looks, and wore a brace for her crooked spine. When she was eight, her mother died; her father died shortly afterward.
2. Exercise made her physically stronger. Making the field hockey team and playing on it boosted her self-confidence and won her the respect of her teammates.
3. Franklin's mother and advisers thought he should retire to the country. Eleanor urged him to continue in politics. Because she had overcome difficulties, she knew that Franklin could too.
4. He admires her. He writes about Eleanor's best qualities and most important accomplishments.
5. She faced challenges with courage and the belief that she was doing what had to be done at the time.
6. She helped draft the United Nations Declaration of Human Rights, a document that listed the rights of all people to freedom of speech, freedom of religion, health care, and education, rights for which she had always fought.

Vocabulary Practice

- | | |
|------|------|
| 1. d | 2. a |
| 3. b | 4. f |
| 5. c | |

Academic Vocabulary

Students may say that they could contribute to a charitable cause by donating money or volunteering time.

After You Read

Respond and Think Critically

1. What made Eleanor's childhood unhappy? **[Identify]**
2. How did Eleanor's experience at Allenswood change her? **[Recall]**
3. Compare Eleanor's advice to Franklin after he became paralyzed with the advice of his mother and other advisers. Why do you think Eleanor took the position she did? **[Compare]**
4. How do you think the author feels about Eleanor Roosevelt? How can you tell? **[Infer]**
5. Eleanor Roosevelt went through many hard times. What do you notice about the way she faced the challenges in her life? **[Analyze]**
6. **BQ** **BIG Question** How did Eleanor Roosevelt's work with the United Nations reflect the ideas and values that she promoted in her adult life? **[Conclude]**

Vocabulary Practice

Antonyms are words that have opposite meanings. Match each boldface vocabulary word with a word or phrase from the right column with the opposite meaning. One of the words in the right column will not have a match. Then use each word in a sentence.

- | | |
|----------------------|----------------|
| 1. slums | a. advantages |
| 2. drawbacks | b. in motion |
| 3. paralyzed | c. useless |
| 4. depression | d. countryside |
| 5. effective | e. mistakes |
| | f. good times |

Example:
paralyzed

Sentence: The stray cat was paralyzed with fear.

Academic Vocabulary

During World War I, Eleanor Roosevelt **contributed** to the war effort by working to provide food and clothing for soldiers. In the preceding sentence, *contributed* means "helped with." Think of a large project or effort to which you could contribute. What could you contribute to the project?

TIP

Inferring

When you **infer**, you look at the details in the text and draw conclusions about what you read. To answer question 4, ask yourself,

- On what kinds of details does the author focus? Do the details seem positive or negative?
- What do the details reveal about Eleanor's character?
- Does the author seem sympathetic toward Eleanor?

FOLDABLES Study Organizer

Keep track of your ideas about the **BIG Question** in your unit Foldable.



Literature Online

Selection Resources

For Selection Quizzes, eFlashcards, and Reading-Writing Connection activities, go to glencoe.com and enter QuickPass code GL19756u5.

656 UNIT 5 What Brings Out the Best in You?



Writing Practice

Citizenship Stories of good citizenship are all around us. Have students think of someone they know who overcame an obstacle of some kind to accomplish some good for an individual, family, or community. Have them write a few paragraphs that include who the person was or is, the obstacle the person had to overcome, the way in which the person overcame it, what was accomplished, and who benefitted from the person's efforts. They can then share their writing with the class.

Progress Check

Can students comprehend vocabulary?

If...fewer than 2 answers are correct

Then... Glencoe Interactive Vocabulary CD-ROM.

Literary Element Text Features

Graphics can deepen your understanding of a text. The **time line** provides additional details about Eleanor Roosevelt's life. Use the time line to answer the following questions.

1. How did Eleanor Roosevelt support women's causes in the 1920s?
2. Look closely at the events that occurred during Franklin D. Roosevelt's presidency. How do you think Eleanor may have influenced her husband?
3. What are some of the advantages of using a time line instead of regular text?

Review: Text Structure

As you learned on page 512, text is often structured in **chronological order**. Chronological order refers to the order in which events take place.

4. When did Franklin D. Roosevelt become ill with polio? Name one important thing that happened *before* he got polio and one important thing that happened *after* he got polio.
5. Did Eleanor Roosevelt become the American delegate to the United Nations before or after Franklin D. Roosevelt died?

Reading Strategy Summarizing

6. Summarize the events in Eleanor Roosevelt's life before she married Franklin D. Roosevelt.
7. Summarize Eleanor Roosevelt's major contributions to society.

Grammar Link

Combine Sentences Too many short sentences can make writing choppy or boring. To make your writing more interesting, combine short sentences that have closely related ideas.

To combine two short sentences, use a coordinating conjunction, such as *and*, *or*, *but*, or *so*, between them. Place a comma before the conjunction and change the capital letter at the beginning of the second sentence to a lowercase letter.

Eleanor was strong. She liked challenges.

Eleanor was strong, and she liked challenges.

Practice In the selection, find two sentences in which a coordinating conjunction was used to combine two short sentences.

Combine each pair of sentences below using *and*, *or*, *but*, or *so*.

1. Eleanor wanted to help the poor. She left her wealthy friends to work for social change.
2. Polio left Franklin paralyzed. Eleanor didn't think that he should quit politics.

Speaking and Listening

Speech Think about the ways in which Eleanor Roosevelt changed the role of First Lady. Then write a persuasive speech about what role you think a president's spouse should play in the country's political life and what his or her civic duties should be. Remember to make your speech sound natural. Give it a strong beginning, an informative middle, and a powerful ending. Use persuasive techniques that appeal to listeners' logic, emotions, or ethics. Present your speech to the class.

Eleanor Roosevelt 657

After You Read

Assess

Literary Element

1. She helped purchase a school for girls in which she taught history and government. She also became the Director of Women's Activities for the Democratic Party.
2. She may have convinced him to help those who had been ignored: women, minorities, and children.
3. A time line shows special dates and events in chronological order, uses little space, provides an overview of major events, and makes it easy to find specific information.
4. Franklin Roosevelt became ill with polio in 1921. In 1920, Congress passed the Nineteenth Amendment. In 1933, Roosevelt was elected president.
5. She became the American delegate after Franklin died.

Reading Strategy

6. Eleanor's mother, a brother, and father passed away when she was a girl. She attended Allenswood at age fifteen. At eighteen, she began working with the poor at a settlement house.
7. Eleanor Roosevelt's major contributions include advising her husband to continue in politics, working for the reform of child labor laws and equal pay for women, fighting racial and religious prejudice, becoming a United Nations delegate, and helping to draft the Declaration of Human Rights.



For additional assessment, see Assessment Resources, pp. 139–140.

Grammar Link

Possible answers:

Afterward her brother Elliott suddenly caught diphtheria and he, too, died.

Franklin lived, but the lower part of his body remained paralyzed.

1. Eleanor wanted to help the poor, so she left her wealthy friends to work for social change.
2. Polio left Franklin paralyzed, but Eleanor didn't think that he should quit politics.

Speaking and Listening

Speech Students' speeches should

- present their view of the First Lady's role and list her civic duties
- persuade listeners to agree with their view
- appeal to a listener's logic, emotions, or ethics

Genre Focus:
Biography and
Autobiography

Focus

Bellringer Options

Ask: Think of someone interesting or inspiring. What could you learn from a story about that person? (Have students support responses.)

Teach

Teaching Note

How to Read a Biography or an Autobiography The following skills are useful for reading and understanding biography and autobiography. Write them on the board and discuss with students.

- Activate prior knowledge (Use what you know to understand the subject, story, or main character.)
- Connect (Link the reading to your own experiences.)
- Predict (From what you know, guess what happens next.)
- Question (Check understanding by questioning yourself about the text.)

Literary Elements

List these elements on the board:

Facts	Subject
Setting	Events
Point of View	Theme

Author's Purpose

Invite students to discuss how each element is important to biography and autobiography.

TRY IT

Student charts should include details about characterization or track the plot of a biography or autobiography in this unit.

Learning Objectives

For pages 658–659

On these pages, you will focus on the following objective:

Reading: Analyzing biographies, autobiographies, and memoirs.

Genre Focus:
Biography and
Autobiography

A biography is the story of a person's life written by someone other than the subject. Most biographies are written about people who have influenced or inspired others. An **autobiography** is the story of a person's life written by that person. Although they are forms of nonfiction, biographies and autobiographies are usually written much like a story.

Diaries, travel journals, memoirs, and anecdotes are shorter forms of biographical and autobiographical writing.

Literary Elements

Facts Biographies and autobiographies are based on facts. Authors must be accurate when stating names, dates, and the like and often need to utilize multiple sources. However, biographies and autobiographies are not just retellings of facts. The author uses the facts to create a plot with a beginning, middle, and end.

Subject In a biography or an autobiography, the main character, or subject, is a real person. Like fiction authors, biographers and autobiographers use direct and indirect characterization to bring their subjects to life.

Setting A biography or an autobiography must accurately show the times and places in which the subject lived or lives, including customs or historical events that affected the subject.

Events Biographies and autobiographies are usually told in chronological (time) order. An author may begin with the subject's childhood and continue forward in time.

Point of View Point of view is the viewpoint from which a story is told. An autobiography is

written from the **first-person point of view**. The author is the *I*, or subject of the piece. A biography is told from the point of view of an author. This **third-person point of view** refers to the subject as *he* or *she*.

Theme A theme is a message about life that readers can take from the text. An author may directly state a theme or imply it. Authors choose specific details to convey themes.

Author's Purpose Authors can have different purposes for writing. Some authors might write to explore someone important in history. Other authors might write to describe someone they know. An autobiographer may want to share his or her experiences or life lessons.

TRY IT

Using one of the graphic organizers on the next page, identify the characteristics of a biographical or autobiographical selection in this unit.

Literary Element
Practice

Narrator Explain to students that the main difference between a biography and an autobiography is the point of view of the narrator. The author of an autobiography knows firsthand what has happened in her life and why she took the actions she did, but the author of a biography must rely on his interpretation of facts. Therefore, the opinion and biases of the biographer can affect the way the subject

of the biography is portrayed. Ask students to write about how biographies of them written by friends, relatives, or teachers would differ from autobiographies they would write about themselves.

Characteristics of the Genre

To better understand the literary elements in biographies and autobiographies, look at the examples in the graphic organizers below.

Characterization Chart for “Satchel Paige”

Detail from the Story	Personality Trait(s) It Reveals	Direct or Indirect Characterization
Narrator praises Paige for “his talent, his energy, and his showmanship.”	talent, determination, good presentation	direct (narrator’s statement)
Paige doesn’t let insults bother him	even temper	indirect (character’s words)
Paige supports other African American ballplayers	selflessness	indirect (character’s actions)

Story Map for “Primary Lessons”

Subject: Judith Ortiz Cofer
Point of View: first person
Secondary Characters: mother, brother, father, La Mrs., Lorenzo
Setting: Puerto Rico
Conflict: The author must speak Spanish at school, but she doesn’t know the language well.
Rising Action
Event 1: The author goes to a new school in Puerto Rico.
Event 2: The author becomes “teacher’s pet,” along with a boy named Lorenzo.
Climax: The author overhears her teachers say why she was chosen to host the PTA show instead of Lorenzo.
Resolution: The author takes no pleasure in hosting the PTA show.

Genre Focus: Biography and Autobiography

Teach

Teaching Note

How to Read a Biography or an Autobiography Have students discuss why each of the key reading skills mentioned on the previous page is particularly useful for studying biographies and autobiographies. (Possible responses: **Activating prior knowledge:** Using what you already know about a subject can help you understand what you are reading. **Connecting:** Linking your own experiences to a historical figure may help you understand what the historical figure is feeling or experiencing. **Predicting:** Guessing what may happen next can help you make connections with a biographical account. **Questioning:** Asking questions about a text will help you make sure you understand what you are reading.)

Teaching Note

Characterization Remind students that a character can be defined by his words and thoughts, his actions, and other people’s words and thoughts as well as their reactions to the character. Explain to students that although biographies and autobiographies are about real people, characterization in them is just as important as it is in fiction.

Approaching Level

DIFFERENTIATED INSTRUCTION

Emerging Explain to students that characterization charts and story maps can be used for biographies and autobiographies because these types of literature often follow the same literary rules as fiction. The characters are real people who deal with conflicts, experience rising action, and

encounter climactic moments that are turning points in their lives. Have each student create a story map for a sequence of events in his or her own life. Have them describe one conflict and two events that caused the action to rise to a climax. Also have them describe the resolution to this conflict.

Before You Read

Focus

Bellringer Options

Ask: What are some characteristics of cats that make them good pets? Would you prefer a dog or a cat as a pet? Why? Discuss the typical mannerisms of cats. Point out that cats are known for their independence, which some may interpret as aloofness. Have students think about the ways cats and dogs express affection toward people.

Summary

The speaker describes rescuing the cat as a kitten from an abandoned car and nursing him back to health and happiness. Now the cat is better adapted to house life.

Literary Element

Remind students that similes use *like* or *as* to make comparisons. Have students practice making similes by completing these sentences:

My home is like...

The night sky is like...

Summer is like...

Before You Read

Ode to Mi Gato

Connect to the Poem

Do you have a pet, or do you wish you had one? Think about some of the responsibilities that go along with caring for a pet as well as the ways a pet can enrich your life.

Partner Talk With a partner, discuss some of the things pet owners must do to care for a pet. Why do you think people agree to take on these responsibilities?

Build Background

An **ode** is a type of **lyric poem**, a poem that expresses strong personal feelings about a subject. Traditionally, an ode is about a dignified or admired subject. It directly addresses the subject and follows a regular pattern of rhyme. But many modern odes do not follow these traditional rules. The poem might not directly address the subject, the lines might not rhyme, and the poem might have a casual or friendly tone. A modern ode can be about something as simple as a sock or a blade of grass.

Set Purposes for Reading

BQ BIG Question

As you read, ask yourself, what qualities does the cat bring out in the poem's speaker?

Literary Element Simile

A **simile** is a figure of speech that uses *like* or *as* to compare two unlike things. "The water was like glass" compares water to glass. Even though water and glass are two very different substances, the simile helps you realize that both are clear and shiny.

Understanding the similes in a poem can help you create a mental picture of what you read. Similes can also give clues about the tone of the poem, or how the narrator feels about the subject. The tone might be serious, funny, or angry. Similes can also point toward the theme of the poem by emphasizing important elements.

Poets often use similes to make unusual comparisons. As you read "Ode to Mi Gato," try to find each simile. Do you notice any unusual comparisons?

Learning Objectives

For pages 660–663

In studying this text, you will focus on the following objectives:

Literary Study:
Analyzing an ode.

Analyzing similes.

Writing: Writing a stanza.

Meet Gary Soto



The excitement of reading poetry and novels while he was in college helped Gary Soto decide to become a writer. He is the author of short stories, novels, and poetry. Soto is Mexican American, and many of his characters are too. He has written more than 70 books. Gary Soto was born in 1952.



Author Search For more about Gary Soto, go to glencoe.com and enter QuickPass code GL19756u5.

660 UNIT 5 What Brings Out the Best in You?

Reading Practice



Analyze Images Say: Gary Soto's poem is about a simple subject, but he uses images and description to convey a lot of information about his relationship with his cat.

Have students read the first six lines of the poem. **Ask:** What ideas about the cat does the comparison to spilled milk suggest? (Students may say that cats like milk, that cats and kittens can cause spills, and that the cat may have come into Soto's life unexpectedly, like an accident.) What tone is set by the image of the

sleeping cat under the summer sky? (peace and contentment) What does the cat's sleeping with its belly up show about his relation to the speaker? (The cat is vulnerable, showing that it trusts the speaker.) Have students pick two other images from the poem and write a sentence explaining the significance of each.

Ode to Mi Gato

Gary Soto



Cat Lying on Yellow Cushion. Franz Marc. Oil on canvas. Staatliche Galerie Moritzberg, Halle, Germany.

He's white
As spilled milk,
My cat who sleeps
With his belly
5 Turned toward
The summer sky.
He loves the sun,
Its warmth like a hand.
He loves tuna cans
10 And milk cartons
With their dribble
Of milk. He loves
Mom when she rattles
The bag of cat food,
15 The brown nuggets
Raining into his bowl.
And my cat loves
Me, because I saved
Him from a dog,
20 Because I dressed him
In a hat and a cape
For Halloween,
Because I dangled
A sock of chicken skin

1

2

Simile What two things are being compared? How does this simile help you picture the subject of the poem?

Simile How can the sun's warmth be like a hand?

UNIT FIVE

Teach

Literary Element

1

Simile The speaker compares the color of the cat to the color of spilled milk.



For additional literary element practice, see Unit 5 Teaching Resources, p. 111.

Literary Element

2

Simile A hand can be warm and comforting, and so can the sun.

Ode to Mi Gato 661

Approaching Level

DIFFERENTIATED INSTRUCTION



Established Ask: “Ode to Mi Gato” uses repetition to emphasize some ideas in the poem. On this page, two different two-word phrases are repeated several times. What are the phrases? (*He loves, because I*) What are some examples of things that the cat loves? (*tuna, milk, the speaker’s mom, cat food, the speaker*) What are some examples of things that the speaker has done for the cat? (*saved*

him from a dog, dressed him up, played with him, brought him home when he was abandoned) How does the poem’s topic change when the speaker stops repeating *He loves* and starts repeating *because I*? (*It becomes less about the cat alone and more about the relationship between the cat and the speaker.*)

UNIT FIVE

Teach

Literary Element

1

Simile The sound of the cat's meow is being compared to the sound of a rusty latch on a gate. Students will probably say that it is a good comparison because it shows that the cat's meow is weak and maybe even raspy.

APPROACHING Ask: Which of the five senses does Soto use to make this comparison? (hearing)

BQ BIG Question

The family gives the cat food, attention, and a home. In return, the cat gives the family love.

To check students' understanding of the selection, see Unit 5 Teaching Resources, pp. 113–114.

25 As he stood on his
Hind legs. I love *mi gato*,²⁶
*Porque*²⁷ I found
Him on the fender
Of an abandoned car.
30 He was a kitten,
With a meow
Like the rusty latch
On a gate. I carried
Him home in the loop
35 Of my arms.
I poured milk
Into him, let him
Lick chunks of
Cheese from my palms,
40 And cooked *huevo*⁴⁰
After *huevo*
Until his purring
Engine kicked in
And he cuddled
45 Up to my father's slippers.
That was last year.
This spring,
He's excellent at sleeping
And no good
50 At hunting. At night
All the other cats
In the neighborhood
Can see him slink
Around the corner,
55 Or jump from the tree
Like a splash of
Milk. We lap up
His love and
He laps up his welcome.

26 In Spanish, *mi gato* (mē gā'tō) means "my cat."

27 *Porque* (pôr kā') is Spanish for "because."

40 *Huevo* (wā'vō) is Spanish for "egg."

Simile What two things are being compared? How does this simile help you imagine what the cat sounds like?

BQ BIG Question

What does the speaker give the cat? What does the cat give in return?

662 UNIT 5 What Brings Out the Best in You?



Writing Practice



Write a Journal Entry Say: In the middle of "Ode to Mi Gato," the speaker switches from describing the cat as he is in the present to describing him as he was when the speaker first found him. Have students write three connected journal entries based on the poem: one describing the day one year ago that the speaker found the cat and brought him home, one describing the present day on which the speaker wrote the poem, and one describing a day one year in the future. Have

students write each entry from the point of view of the speaker. Encourage students to mix details from the poem with their ideas about what the cat has done and will do in the future. Ask them to make their journal entries vivid by using concrete language and specific details.

After You Read

Assess



For additional assessment, see Assessment Resources, pp. 141–142.

Respond and Think Critically

Possible answers:

- Any three of the following: the sun, tuna cans, milk cartons, Mom, and the speaker.
- He means the dry cat food falls into the bowl like rain falls from the sky.
- The cat may enjoy the attention, but it is probably really the speaker who enjoys dressing up the cat.
- The speaker is probably from a Spanish-speaking household because he used Spanish words in the title and in the poem. The speaker is also sensitive and caring, and he loves his cat.
- In the first simile the milk is described as “spilled” because the cat is sleeping. In the second simile, the milk is described as a “splash” because the cat is jumping. Both similes are reminders that the cat is white.
- Caring for the cat brings out kindness and responsibility in the speaker.

Spelling Link

newspaper, newsprint, paperclip, thumbprint, thumbtack, thumbnail, fingernail, fingerprint

Writing

Write a Stanza Students’ stanzas should

- be in praise of a subject
- include at least one simile to describe the subject

After You Read

Respond and Think Critically

- Name three things the cat loves. [Recall]
- What does the speaker mean when he says, “The brown nuggets / Raining into his bowl”? [Interpret]
- Does the cat really enjoy being dressed in a cape and hat for Halloween? Who do you think really enjoys this activity? [Infer]
- What do you learn about the speaker from the words in his poem? [Analyze]
- Literary Element Simile** Find two similes in the poem that compare the cat to milk. How are they similar? How are they different? [Compare]
- BQ BIG Question** How does caring for the cat bring out the best in the speaker? [Conclude]

Spelling Link

Think about the word *underground*. This word is made up of two words: *under* and *ground*. Words that are formed by joining two words together are called **compound words**.

To spell compound words correctly, keep the original spelling of both words.

Examples

home + work = homework

dog + house = doghouse

back + yard = backyard

Practice Use the following words to form three compound words: *news, nail, paper, print, thumb, finger, tack*. Share your words with a partner. Did you form the same three words?

Writing

Write a Stanza Pick a subject and write one stanza of an ode that praises the subject. Write a traditional ode, in which you directly address the subject and follow a regular rhyming pattern, or write a modern ode that doesn’t follow traditional rules. You might write about a pet, or you might select a different topic. Think of at least one simile that would help readers visualize your subject and include it in your poem.

TIP

Analyzing

When you analyze, you look at separate parts of something to understand the entire piece. To answer question 4, try these tips:

- Think about each of the speaker’s actions. What do they reveal about him?
- Notice the words the speaker uses to describe his cat. What can you learn about the speaker from these words?
- Notice the words in italics. Read the footnotes that explain each word. What do they tell you about the speaker?

FOLDABLES Study Organizer

Keep track of your ideas about the **BIG Question** in your unit Foldable.

Literature Online

Selection Resources

For Selection Quizzes, eFlashcards, and Reading-Writing Connection activities, go to glencoe.com and enter QuickPass code GL19756u5.

Ode to Mi Gato 663

English Learners

DIFFERENTIATED INSTRUCTION

Partners Intermediate Have students practice reading “Ode to Mi Gato” aloud with a partner. Ask them to pay attention to the feelings expressed in the poem and try to convey those feelings in their voices as they read. Have them note any places in the poem

that cause difficulty when reading and practice those sections until they can read the entire poem smoothly and fluently. After students have finished reading, ask them what they have learned about the poem from reading it aloud.

Before You Read

Focus

Bellringer Options

Selection Focus Transparency 15

Or ask students about fads and trends their friends have participated in. **Ask:** **Were there items everyone seemed to be collecting or clothes everyone wanted to wear? What were they? Why were they important?** Have students describe their experience of the fad and why they chose to participate—or not.

Vocabulary

Introduce the words on this page.

Ask: **Would you feel dismal after receiving a bonus?** **Explain.** (No; a bonus would probably make you feel good.) **Would you feel sympathy if a friend was pouting?** **Explain.** (Yes; I would probably want to know what was wrong.) **Would you feel you had been betrayed if someone offered you sympathy?** **Explain.** (Probably not because receiving compassion is usually something that is welcomed.)

For additional vocabulary practice, see Unit 5 Teaching Resources, p. 123.

Before You Read

President Cleveland, Where Are You?

Connect to the Story

Think of a time when you gave something up in order to help someone else.

Quickwrite Freewrite for a few minutes about giving something up to help someone else. Why did you decide to help? How did you feel afterward?

Build Background

This story takes place during the Great Depression in a town called Monument. The Great Depression began in late 1929 and lasted through the 1930s. It was a time of hardship for many people around the world. Banks closed, and so did many other businesses. In the United States, thousands of people lost their homes. Millions of people lost their jobs.

Vocabulary

bonus (bō' nəs) *n.* something extra (p. 668).

Seeing the baseball game was great, and catching the foul ball was a bonus.

betrayed (bi träd') *v.* let down; turned against (p. 670).

I felt betrayed when Jacob told my secret to his friends

pouting (pout' ing) *v.* being sullen or gloomy; sulking (p. 674).

After his team lost, Kevin spent the rest of the day pouting.

dismal (diz' mäl) *adj.* dreary; miserable; cheerless (p. 674).

The heavy rain made it a dismal day.

sympathy (sim' pə thē) *n.* feeling of pity or compassion for another (p. 677).

When Celia's friend moved away, I expressed my sympathy.

Meet Robert Cormier



"I write for the intelligent reader and this intelligent reader is often twelve or fourteen or sixteen years old."

—Robert Cormier

Young Adult Author Like the main character in the following selection, Robert Cormier was a boy during the 1930s. "The streets were terrible," he remembered. "It was [the] Depression and it was bleak, but home was warm." Cormier grew up in Leominster, Massachusetts, and often used his hometown as a setting for his stories.

Literary Works Cormier wrote many novels for young adults, including *The Chocolate War* and *I Am the Cheese*.

Robert Cormier was born in 1925 and died in 2000.

 **Literature** Online

Author Search For more about Robert Cormier, go to glencoe.com and enter QuickPass code GL19756u5.

664 UNIT 5 What Brings Out the Best in You?

Approaching Level

DIFFERENTIATED INSTRUCTION

Vocabulary Preteaching Say: Is bright pink a dismal color? (No) What color would be dismal? (Possible answer: gray) For whom do you usually have sympathy? Who would be surprised if you showed them sympathy? (Students may name rivals or

others with whom they may not get along, as appropriate.) Do you expect to see a clown pouting? (No, they usually have big smiles.) If you got bonus points on a test, would your score be higher or lower? (higher)

English Learners

DIFFERENTIATED INSTRUCTION

Vocabulary Preteaching Ask pairs of students to pantomime

- receiving a bonus
- pouting
- being betrayed by someone
- expressing sympathy
- stepping outside into dismal weather

Set Purposes for Reading

BQ BIG Question

As you read, ask yourself, how do the narrator's choices reflect what kind of person he is? How important is his family to him?

Literary Element Voice

In fiction, **voice** refers to the author's or narrator's distinctive use of language. Voice conveys the narrator's personality to the reader. Voice is determined by word choices. These word choices determine the **tone** of the story, or the author's attitude toward the subject matter or audience. Another element of voice is **mood**, the overall emotional quality of a literary work.

Voice can reveal the author's or narrator's attitudes, feelings, or cultural background. Sometimes it hints at what the author or narrator feels but does not say.

As you read, ask yourself, what does the narrator's voice reveal about him? How does it help develop the theme of the story?

Reading Strategy Evaluate Description

When you **evaluate**, you make a judgment or form an opinion. When you **evaluate description**, you make judgments about the strengths and weaknesses of a detailed portrayal of a person, a place, an object, or an event in a story. You should be able to support those judgments with examples from the story.

Good descriptive writing helps readers see, hear, smell, taste, and feel details from a story. It may include **figurative language**, such as **similes** and **metaphors**, that make comparisons between things that seem unrelated.

To evaluate description, ask yourself,

- to which senses does the writing appeal?
- which words are especially vivid? Can I form a picture the scene?
- what comparisons does the author make? Are they new and fresh or have I heard them before?

In evaluating description, you may find it helpful to use a graphic organizer like the one below.

Senses	Strengths	Weaknesses
Sight		
Hearing		
Smell		
Taste		
Touch		

Learning Objectives

For pages 664–682

In studying this text, you will focus on the following objectives:

Literary Study:

Analyzing voice.

Analyzing conflict.

Reading: Evaluating

description.

TRY IT

Evaluate Description Your friend is on vacation. She sends you a postcard that reads: "Arizona is really HOT! It's like walking through an oven. The Grand Canyon is beautiful. I've never seen this many stars at night." Which details can you imagine clearly? Which parts of the description could be more vivid?

Before You Read

Focus

Summary

Jerry and his friends collect trading cards of U.S. presidents, competing against boys from the North Side. Affluent Rollie can afford to round out his collection. But no one can find a Grover Cleveland card. When their father loses his job, Jerry's brother Armand cannot afford to take his girlfriend to a dance. Jerry obtains and sells a Cleveland card, and he gives the money to Armand. But, he loses status among the boys, who cannot forgive him for helping Rollie.

Literary Element

Voice Just as no two people speak the same way, no two writers write the same way. When we look at voice, we seek what makes a writer unique.

Reading Strategy

Evaluate Description Say: **Think about a book that came alive for you. What details made you feel as though you were experiencing the story? What seemed false or lacking?**

TRY IT

I can imagine the heat. I'd like more description of the Canyon's beauty.

President Cleveland, Where Are You? 665

English Learners

DIFFERENTIATED INSTRUCTION

Intermediate Read students the following two descriptions:

- It was a lovely day. The sun was bright. The sky was blue. Birds sang.
- The day was luxuriously warm. The sun shone brilliant as brass, and the sky was

the perfect untroubled blue of the eyes of a Siamese cat. Overhead, sparrows looped, darted, and twittered.

Ask: Which description is more specific? (the second) Which is easier to understand? (the first) Which one gives you a clearer

picture of the scene? (the second) Do any parts of the description seem strange, wrong, or confusing? If so, what are they? Say: Evaluating description simply means asking and answering questions like these.

Teach

Literary Element

1

Voice You know that the narrator is a boy living during the Depression and that he idolizes the men in cowboy movies.



For additional literary element practice, see Unit 5 Teaching Resources, p. 121.

Cultural History

The Great Depression In the 1930s, an economic phenomenon known as the Great Depression caused numerous businesses to fail and put thousands and thousands of people out of work. The Depression began with the stock market crash of 1929, which caused many investors and businesses to lose their money. It coincided with a severe drought in the Midwest that wiped out many small family farms. Unemployment was widespread, and times were tough for about a decade.



For an audio recording of this selection, use Listening Library Audio CD-ROM.

Readability Scores

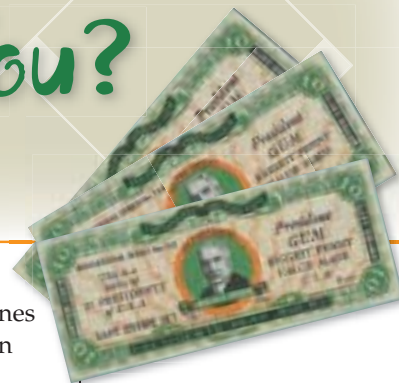
Dale-Chall: 6.4

DRP: 59

Lexile: 1040

PRESIDENT CLEVELAND,
Where Are You?

Robert Cormier



That was the autumn of the cowboy cards—Buck Jones and Tom Tyler and Hoot Gibson and especially Ken Maynard.¹ The cards were available in those five-cent packages of gum: pink sticks, three together, covered with a sweet white powder. You couldn't blow bubbles with that particular gum, but it couldn't have mattered less. The cowboy cards were important—the pictures of those rock-faced men with eyes of blue steel.

On those wind-swept, leaf-tumbling afternoons we gathered after school on the sidewalk in front of Lemire's Drugstore, across from St. Jude's Parochial School,² and we swapped and bargained and matched for the cards. Because a Ken Maynard serial³ was playing at the Globe every Saturday afternoon, he was the most popular cowboy of all, and one of his cards was worth at least ten of any other kind.

Rollie Tremaine had a treasure of thirty or so, and he guarded them jealously. He'd match you for the other cards, but he risked his Ken Maynards only when the other kids threatened to leave him out of the competition altogether.

You could almost hate Rollie Tremaine. In the first place, he was the only son of Auguste Tremaine, who operated

Voice How would you describe the voice of the narrator so far?

¹ *Buck Jones, Tom Tyler, Hoot Gibson*, and *Ken Maynard* were all popular stars of cowboy movies in the 1930s.

² A *parochial* (pə rō'kē əl) *school* is run by a church or another religious organization rather than by a city or state government.

³ In the 1930s, moviegoers watched *serials*, long stories that were shown in individual episodes.

666 UNIT 5 What Brings Out the Best in You?

Literary Element
Practice

Setting Remind students that setting is the time and the location of a story. Often, setting shapes the actions and the beliefs of characters. What aspects of the Depression era shape these characters? How does their geographical location matter? (*The availability and the importance of trading cards is particular to that era. Jerry is frustrated by his lack of money and then worried when his father*

loses his job. The family's lack of money finally motivates him to sell the Grover Cleveland card to Rollie. Though the city is unnamed, the boys identify as South Siders and regularly battle the North Siders.)

Teach

Reading Strategy

2

Evaluate Description It makes you imagine something rich and elaborately decorated. Most students will say it is a strong description.

ENGLISH LEARNERS Say: **What does a birthday cake look like? What would a house that resembled a birthday cake look like?** (*Elaborate, perhaps needlessly ornate or overdecorated*)

For additional reading skill or strategy practice, see Unit 5 Teaching Resources, p. 122.

Literary Element

3

Voice Cards are more important to the narrator than personal loyalties.

the Uptown Dry Goods Store, and he did not live in a tenement⁴ but in a big white birthday cake of a house on Laurel Street. He was too fat to be effective in the football games between the Frenchtown Tigers and the North Side Knights, and he made us constantly aware of the jingle of coins in his pockets. He was able to stroll into Lemire's and casually select a quarter's worth of cowboy cards while the rest of us watched, aching with envy.

Once in a while I earned a nickel or dime by running errands or washing windows for blind old Mrs. Belander, or by finding pieces of copper, brass, and other valuable metals at the dump and selling them to the junkman. The coins clutched in my hand, I would race to Lemire's to buy a cowboy card or two, hoping that Ken Maynard would stare boldly out at me as I opened the pack. At one time, before a disastrous matching session with Roger Lussier (my best friend, except where the cards were involved), I owned five Ken Maynards and considered myself a millionaire, of sorts.



Unemployment. Paul Starrett Sample. Oil on canvas. National Academy Museum, NY.

⁴ Here, **tenement** means "apartment building."

2 Evaluate Description How does this metaphor help you picture Rollie Tremaine's house?

3 Voice What does this tell you about the narrator's personality?



President Cleveland, Where Are You? 667

Advanced Learners

DIFFERENTIATED INSTRUCTION

Life in the Depression Students may be interested in other aspects of life in the Depression. Encourage them to conduct research on such topics as

- the federal Works Progress Administration
- the cost of consumer goods in today's dollars
- movies
- popular music (jazz, blues, folk, and the Great American Songbook)

- unions and populist movements
- transportation

Have students present their findings to the class, connecting their research to the lives of Jerry and his friends. With the class, discuss how this new information helps them understand the characters' actions better.

Teach

Reading Strategy

1

Evaluate Description It appeals to the sense of sound. The comparison to fireworks helps give you the impression that Armand's voice is unpredictable and loud. Students may say it is creative and effective.

APPROACHING Say: **What do fireworks sound like?** (*crackly, popping unexpectedly*) **Is the description effective?**

Writer's Technique

First-Person Narrator Because this story is from Jerry's point of view, we get a different impression of events than we would from Armand or Rollie. If Armand were telling the story, we would see his frustration at Jerry's immaturity. From Rollie's perspective, this would be a story of awkwardness, exclusion, and privilege. Have students speculate on why Cormier chose Jerry as the narrator.

One week I was particularly lucky; I had spent two afternoons washing floors for Mrs. Belander and received a quarter. Because my father had worked a full week at the shop, where a rush order for fancy combs had been received, he allotted my brothers and sisters and me an extra dime along with the usual ten cents for the Saturday-afternoon movie. Setting aside the movie fare, I found myself with a **bonus** of thirty-five cents, and I then planned to put Rollie Tremaine to shame the following Monday afternoon.

Monday was the best day to buy the cards because the candy man stopped at Lemire's every Monday morning to deliver the new assortments. There was nothing more exciting in the world than a fresh batch of card boxes. I rushed home from school that day and hurriedly changed my clothes, eager to set off for the store. As I burst through the doorway, letting the screen door slam behind me, my brother Armand blocked my way.

He was fourteen, three years older than I, and a freshman at Monument High School. He had recently become a stranger to me in many ways—indifferent to such matters as cowboy cards and the Frenchtown Tigers—and he carried himself with a mysterious dignity that was fractured now and then when his voice began shooting off in all directions like some kind of vocal fireworks.

"Wait a minute, Jerry," he said. "I want to talk to you." He motioned me out of earshot of my mother, who was busy supervising the usual after-school skirmish⁵ in the kitchen.

I sighed with impatience. In recent months Armand had become a figure of authority, siding with my father and mother occasionally. As the oldest son he sometimes took advantage of his age and experience to issue rules and regulations.

"How much money have you got?" he whispered.

"You in some kind of trouble?" I asked, excitement

Evaluate Description What two things are being compared? To which of the five senses does the description appeal?

⁵ A **skirmish** is a brief or minor conflict.

Vocabulary

bonus (bō' nəs) *n.* something extra

668 UNIT 5 What Brings Out the Best in You?



Literary Element Practice



Character and Motivation One of the most important aspects of a character is motivation—that is, what he or she wants. Characters' motivations move a story's plot forward. They are the reasons characters speak and act. The real plot of "President Cleveland, Where Are You?" gradually becomes apparent as the characters' conflicting motivations are exposed. With

the class, discuss the motivations of

- Jerry (*to obtain status, to help his family*)
- Armand (*to help his father, to be mature and moral, to show his love to Sally*)
- Rollie (*to make up for his poor athletic ability, to obtain status*)
- Jerry's father (*to provide for his family*)
- Roger (*to obtain status, to triumph over Rollie*)

Ask: How do the characters' actions and words reveal these motivations? Is it inevitable that what these characters want will bring them into conflict with each other? Explain.

rising in me as I remembered the blackmail plot of a movie at the Globe a month before.

He shook his head in annoyance. "Look," he said, "it's Pa's birthday tomorrow. I think we ought to chip in and buy him something . . ."

I reached into my pocket and caressed the coins. "Here," I said carefully, pulling out a nickel. "If we all give a nickel we should have enough to buy him something pretty nice."

He regarded me with contempt. "Rita already gave me fifteen cents, and I'm throwing in a quarter. Albert handed over a dime—all that's left of his birthday money. Is that all you can do—a nickel?"

"Aw, come on," I protested. "I haven't got a single Ken Maynard left, and I was going to buy some cards this afternoon."

"Ken Maynard!" he snorted. "Who's more important—him or your father?"

His question was unfair because he knew that there was no possible choice—"my father" had to be the only answer. My father was a huge man who believed in the things of the spirit, although my mother often maintained that the spirits⁶ he believed in came in bottles. He had worked at the Monument Comb Shop since the age of fourteen; his booming laugh—or grumble—greeted us each night when he returned from the factory. A steady worker when the shop had enough work, he quickened with gaiety on Friday nights and weekends, a bottle of beer at his elbow, and he was fond of making long speeches about the good things in life. In the middle of the Depression, for instance, he paid cash for a piano, of all things, and insisted that my twin sisters, Yolande and Yvette, take lessons once a week.

I took a dime from my pocket and handed it to Armand.

"Thanks, Jerry," he said. "I hate to take your last cent."

"That's all right," I replied, turning away and consoling myself with the thought that twenty cents was better than nothing at all.

⁶ Spiritual matters are often called *things of the spirit*, but bottled **spirits** are alcoholic beverages.

2

BQ BIG Question

Using what you know about the narrator so far, do you think he will be able to put the interests of others before his own? Why or why not?

Evaluate Description From the description in this paragraph, do you get a vivid impression of the father? Why or why not?

UNIT FIVE

Teach

BQ BIG Question

No, he probably won't. The money and the cards are more important than doing his best to help out his family.

Reading Strategy

2

Evaluate Description Yes, he is a colorful character, proud to work and to earn his living. He enjoys his family and his life.

English Learners

DIFFERENTIATED INSTRUCTION

Intermediate The boys' dialect and casual speech may be challenging for English learners. The characters' language can be both nonstandard and heavily idiomatic. Point out expressions such as these

- *we ought to chip in* ("we all ought to contribute")
- *for crying out loud* (expresses surprise or exasperation)
- *The heck with it* (mild expletive meaning "I don't care")
- *the world stands still* ("Everything else seems to stop moving")
- *practically falling apart* ("in bad repair")
- *holy smoke* (mild expletive)

UNIT FIVE

Teach

Reading Strategy

1

Evaluate Description He is describing the extremely unhappy expression on Roger's face. Students will probably say that it is effective because it helps them picture Roger's expression.

Literary Element

2

Voice Earlier he caressed the coins because he prized them so much. Now they sound hollow because they don't mean anything to him anymore.

APPROACHING Ask: Why might the narrator use the phrase "the warmth of guilt"? (He is blushing with shame. He is embarrassed by his own actions.)

When I arrived at Lemire's I sensed disaster in the air. Roger Lussier was kicking disconsolately⁷ at a tin can in the gutter, and Rollie Tremaine sat sullenly on the steps in front of the store.

"Save your money," Roger said. He had known about my plans to splurge on the cards.

"What's the matter?" I asked.

"There's no more cowboy cards," Rollie Tremaine said. "The company's not making any more."

1 "They're going to have President cards," Roger said, his face twisting with disgust. He pointed to the store window. "Look!"

A placard in the window announced: "Attention, Boys. Watch for the New Series. Presidents of the United States. Free in Each 5-Cent Package of Caramel Chew."

"President cards?" I asked, dismayed.

I read on: "Collect a Complete Set and Receive an Official Imitation Major League Baseball Glove, Embossed with Lefty Grove's Autograph."⁸

Glove or no glove, who could become excited about Presidents, of all things?

Rollie Tremaine stared at the sign. "Benjamin Harrison, for crying out loud," he said. "Why would I want Benjamin Harrison when I've got twenty-two Ken Maynards?"

2 I felt the warmth of guilt creep over me. I jingled the coins in my pocket, but the sound was hollow. No more Ken Maynards to buy.

"I'm going to buy a Mr. Goodbar," Rollie Tremaine decided.

I was without appetite, indifferent even to a Baby Ruth, which was my favorite. I thought of how I had **betrayed** Armand and, worst of all, my father.

⁷ **Disconsolately** means that Roger is so hopelessly unhappy that nothing can help and no one can console him.

⁸ **Robert "Lefty" Grove** (1900–1970) was an outstanding pitcher for the Philadelphia Athletics and the Boston Red Sox between 1925 and 1941. A machine carved his **embossed** autograph by making shallow cuts in the glove's leather.

Vocabulary

betrayed (bi trād') v. let down; turned against

Evaluate Description What is the author describing here? Do you think the description is effective?

Voice How does the narrator feel about the coins now? How does the narrator's voice contribute to the tone of this statement?

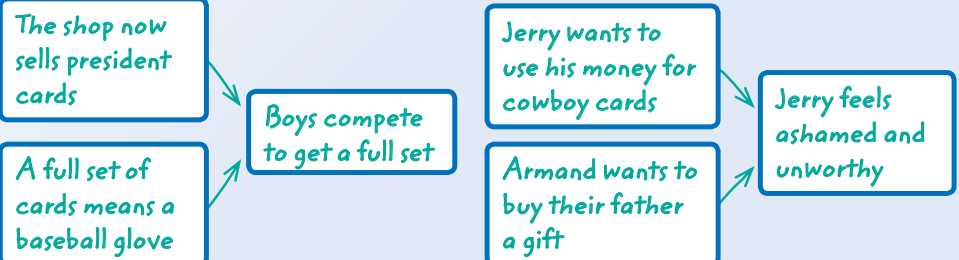
670 UNIT 5 What Brings Out the Best in You?

Reading Practice

SPIRAL REVIEW



Cause and Effect Many different events and feelings are tied together in this story. With the class, complete cause-and-effect charts to understand the events and how the different elements of the plot come together.



Teach

Reading Strategy

3

Evaluate Description Words such as *shortcut*, *leaping*, *zigzagged*, *recklessly*, *outraced*, *pounded*, *furiously*, and *sliced* show the narrator's motion. Students will probably say that such an active description shows how the narrator is feeling.



Two Boys Seated. Joan Eardley. Oil on canvas, 54 x 75 cm. Private Collection.

"I'll see you after supper," I called over my shoulder to Roger as I hurried away toward home. I took the shortcut behind the church, although it involved leaping over a tall wooden fence, and I zigzagged recklessly through Mr. Thibodeau's garden, trying to outrace my guilt. I pounded up the steps and into the house, only to learn that Armand had already taken Yolande and Yvette uptown to shop for the birthday present.

I pedaled my bike furiously through the streets, ignoring the indignant⁹ horns of automobiles as I sliced through the traffic. Finally I saw Armand and my sisters emerge from the Monument Men's Shop. My heart sank when I spied the long, slim package that Armand was holding.

"Did you buy the present yet?" I asked, although I knew it was too late.

"Just now. A blue tie," Armand said. "What's the matter?"

⁹ If the car horns sound *indignant*, it is because the drivers are annoyed with the narrator's behavior in traffic.

3

Evaluate Description

Which words in this paragraph and the previous one describe how quickly the narrator is moving? Do you think this description brings the scene to life?

Literary History

The Depression Era in Literature

Few decades have so influenced American writing as the 1930s. The widespread poverty and suffering were a major subject for writers such as John Steinbeck, Clifford Odets, Thornton Wilder, Sherwood Anderson, John Dos Passos, Langston Hughes, Richard Wright, James T. Farrell, Nathanael West, F. Scott Fitzgerald, Thomas Wolfe, and William Faulkner. Outrage at Americans' living and working conditions inspired some writers to be politically active or to incorporate political thoughts into their fiction and plays.

President Cleveland, Where Are You? 671

English Learners

DIFFERENTIATED INSTRUCTION



Beginning Encourage English learners to find cognates in Cormier's descriptive passages.

Examples include

- excited/*excitado*
- expose/*exponer*
- furiously/*furiosamente*
- appetite/*apetito*
- indignant/*indignado*
- emerge/*emerger*
- frustrating/*frustrando*
- imprint/*imprimir*
- biographies/*biografías*
- syllable/*silaba*

UNIT FIVE

Teach

Literary Element

1

Voice He is not as mature as Armand, but—as Armand recognizes—he is maturing by learning about his own selfishness.

View the Art

Students may say it expresses Jerry's feelings of sadness and guilt for letting Armand and his father down.

"Nothing," I replied, my chest hurting.

He looked at me for a long moment. At first his eyes were hard, but then they softened. He smiled at me, almost sadly, and touched my arm. I turned away from him because I felt naked and exposed.

"It's all right," he said gently. "Maybe you've learned something." The words were gentle, but they held a curious dignity, the dignity remaining even when his voice suddenly cracked on the last syllable.

I wondered what was happening to me, because I did not know whether to laugh or cry.



The Messenger. Andrew Gadd. Oil on canvas, 219 x 112 cm. Private Collection.

View the Art Study the expression on the boy's face in this painting. Do you think it expresses how Jerry feels after he meets up with Armand at the Monument Men's Shop?

Voice What does this tell you about the narrator's level of maturity?

Sister Angela was amazed when, a week before Christmas vacation, everybody in the class submitted a history essay worthy of a high mark—in some cases as high as A-minus. (Sister Angela did not believe that anyone in the world ever deserved an A.) She never learned—or at least she never let on that she knew—we all had become experts on the Presidents because of the cards we purchased at Lemire's. Each card contained a picture of a President, and on the reverse side, a summary of his career. We looked at those cards so often that the biographies imprinted themselves on our minds without effort. Even our street-corner conversations were filled with such information as the fact that James Madison was called "The Father of the Constitution," or that John Adams had intended to become a minister.

The President cards were a roaring success and the cowboy cards were quickly forgotten. In the first place we

672 UNIT 5 What Brings Out the Best in You?

Literary Element Practice



Conflict Numerous conflicts are at work in Cormier's story. Have the class brainstorm to list them. Possibilities include

- Jerry vs. Armand
- Jerry and Roger vs. Rollie
- North Side vs. South Side
- all of the boys vs. Mr. Lemire

- all of the boys vs. the elusive Grover Cleveland card
- Jerry and Armand's family vs. poverty
- privilege vs. poverty
- selfishness vs. generosity

Ask: Which of these conflicts are related? (Possible response: the boys, Mr. Lemire,

the Grover Cleveland card, and Jerry and Roger vs. Rollie.) Which conflicts are general? (Privilege vs. poverty, selfishness vs. generosity) Have the class discuss how these larger general conflicts play out in the boys' lives.

did not receive gum with the cards, but a kind of chewy caramel. The caramel could be tucked into a corner of your mouth, bulging your cheek in much the same manner as wads of tobacco bulged the mouths of baseball stars. In the second place the competition for collecting the cards was fierce and frustrating—fierce because everyone was intent on being the first to send away for a baseball glove and frustrating because although there were only thirty-two Presidents, including Franklin Delano Roosevelt, the variety at Lemire’s was at a minimum. When the deliveryman left the boxes of cards at the store each Monday, we often discovered that one entire box was devoted to a single President—two weeks in a row the boxes contained nothing but Abraham Lincoln. One week Roger Lussier and I were the heroes of Frenchtown. We journeyed on our bicycles to the North Side, engaged three boys in a matching bout and returned with five new Presidents, including Chester Alan Arthur, who up to that time had been missing.

Perhaps to sharpen our desire, the card company sent a sample glove to Mr. Lemire, and it dangled, orange and sleek, in the window. I was half sick with longing, thinking of my old glove at home, which I had inherited from Armand. But Rollie Tremaine’s desire for the glove outdistanced my own. He even got Mr. Lemire to agree to give the glove in the window to the first person to get a complete set of cards, so that precious time wouldn’t be wasted waiting for the postman.

We were delighted at Rollie Tremaine’s frustration, especially since he was only a substitute player for the Tigers. Once after spending fifty cents on cards—all of which turned out to be Calvin Coolidge—he threw them to the ground, pulled some dollar bills out of his pocket and said, “The heck with it. I’m going to buy a glove!”

“Not that glove,” Roger Lussier said. “Not a glove with Lefty Grove’s autograph. Look what it says at the bottom of the sign.”

We all looked, although we knew the words by heart: “This Glove Is Not For Sale Anywhere.”

Rollie Tremaine scrambled to pick up the cards from the

3

Evaluate Description To which senses does this description appeal? What can you imagine about the size and texture of the caramel?

4

Voice What does the narrator’s choice of words reveal about his attitude toward the glove?



President Cleveland, Where Are You? 673

UNIT FIVE

Teach

Reading Strategy

3

Evaluate Description It appeals to the senses of taste and touch. It must be chewy and too big to swallow whole.

Literary Element

4

Voice Phrases such as “half sick with longing” show that the narrator yearns for the glove. “We were delighted with Rollie’s frustration” shows that secretly the narrator resents Rollie’s wealth and selfishness.

Approaching Level

DIFFERENTIATED INSTRUCTION

Established Have students make a T chart with which to compare and contrast Jerry and Armand’s father before and after losing his job. Tell them to examine what he says and what he does. Then ask how the father’s

circumstances affect Jerry. (*Jerry focuses more on the president cards because they distract him from his worries.*)

English Learners

DIFFERENTIATED INSTRUCTION

Partners Intermediate Have partners read aloud the dialogue between Jerry and Armand twice, switching parts after the first read-through. Afterward, discuss what conflicts come to light in this dialogue. What words do the brothers use? What *don’t* they say? How can you tell what they really mean?

UNIT FIVE

Teach

BQ BIG Question

He has always had everything first and has been spoiled by it. His privilege is his only source of social status because he cannot actually play baseball well.

APPROACHING Say: **Earlier, we learned that Rollie is not a starting player on the team. How does this help you understand his desire for the glove? Does it give you more sympathy for him?**

Literary Element

1

Voice Students will probably say that the narrator is being funny or hinting at something in the future. It reveals that he doesn't understand feelings of love for a member of the opposite sex at his age in the story.

sidewalk, **pouting** more than ever. After that he was quietly obsessed¹⁰ with the Presidents, hugging the cards close to his chest and refusing to tell us how many more he needed to complete his set.

I too was obsessed with the cards, because they had become things of comfort in a world that had suddenly grown **dismal**. After Christmas a layoff at the shop had thrown my father out of work. He received no paycheck for four weeks, and the only income we had was from Armand's after school job at the Blue and White Grocery Store—a job he lost finally when business dwindled as the layoff continued.

Although we had enough food and clothing—my father's credit had always been good, a matter of pride with him—the inactivity made my father restless and irritable. He did not drink any beer at all, and laughed loudly, but not convincingly, after gulping down a glass of water and saying, "Lent¹¹ came early this year." The twins fell sick and went to the hospital to have their tonsils removed. My father was confident that he would return to work eventually and pay off his debts, but he seemed to age before our eyes.

1

When orders again were received at the comb shop and he returned to work, another disaster occurred, although I was the only one aware of it. Armand fell in love.

I discovered his situation by accident, when I happened to pick up a piece of paper that had fallen to the floor in the bedroom he and I shared. I frowned at the paper, puzzled.

"Dear Sally, When I look into your eyes the world stands still . . ."

The letter was snatched from my hands before I finished reading it.

¹⁰ **Obsessed** means "concentrating too much on a single emotion or idea."

¹¹ **Lent** is the period including the forty weekdays before Easter. During Lent, some Christians show sorrow for their sins by giving up something they enjoy.

Vocabulary

pouting (pout'ing) *v.* being sullen or gloomy; sulking

dismal (diz'məl) *adj.* dreary; miserable; cheerless

BQ BIG Question

Why do you think it is so important to Rollie to be the first one to have the glove?

Voice Why might the narrator choose the word *disaster* to refer to falling in love? What does it reveal about the narrator?

674 UNIT 5 What Brings Out the Best in You?



Writing Practice

Use Your Experience Robert Cormier adapted the day-to-day settings and conflicts of his own childhood into this funny, touching story.

Say: **What aspects of your life might make a good story? Create a list of the everyday details of your life. Think about your everyday relationships with your friends and siblings. Think about your school, your athletic teams,**

the movies you see, and the connections between your parents' lives and your own. Think about the words you use. Then, use your list as you write two or three paragraphs describing a typical afternoon as though it were a scene in a story.

Teach

Writer's Technique

Foreshadowing Make sure that students know that five dollars was a lot of money in the Depression—the equivalent of more than \$70 in today's money. Rollie's words reveal how wealthy he is in proportion to the others as well as how important the missing Cleveland card has become. Remind students that writers use foreshadowing to hint at what will happen later in the story. **Say:** From Rollie's words, what do you think might happen? Why?

Reading Strategy

2

Evaluate Description It appeals to touch, and it is very effective because it captures the sense of a catch made with such a worn-out glove.

ENGLISH LEARNERS Explain that a *sharp grounder* is a ball that bounces fast and hard over the ground. Jerry knows that it will be painful to catch baseballs with his worn-out glove.



"What's the big idea, snooping around?" Armand asked, his face crimson. "Can't a guy have any privacy?"

He had never mentioned privacy before. "It was on the floor," I said. "I didn't know it was a letter. Who's Sally?"

He flung himself across the bed. "You tell anybody and I'll muckalize¹² you," he threatened. "Sally Knowlton."

Nobody in Frenchtown had a name like Knowlton.

"A girl from the North Side?" I asked, incredulous.¹³

He rolled over and faced me, anger in his eyes, and a kind of despair too.

"What's the matter with that? Think she's too good for me?" he asked. "I'm warning you, Jerry, if you tell anybody . . ."

"Don't worry," I said. Love had no particular place in my life; it seemed an unnecessary waste of time. And a girl from the North Side was so remote that for all practical purposes she did not exist. But I was curious. "What are you writing her a letter for? Did she leave town, or something?"

"She hasn't left town," he answered. "I wasn't going to send it. I just felt like writing to her."

I was glad that I had never become involved with love—love that brought desperation¹⁴ to your eyes, that caused you to write letters you did not plan to send. Shrugging with indifference, I began to search in the closet for the old baseball glove. I found it on the shelf, under some old sneakers. The webbing was torn and the padding gone. I thought of the sting I would feel when a sharp grounder slapped into the glove, and I winced.

"You tell anybody about me and Sally and I'll—"

"I know. You'll muckalize me."

I did not divulge¹⁵ his secret and often shared his agony, particularly when he sat at the supper table and left my mother's special butterscotch pie untouched. I had never

2 Evaluate Description To which sense does this description appeal? How vivid is this scene to you? Why?

¹² **Muckalize** is a made-up word. *Muck* is dirty, sticky, slimy mud or anything that is messy and disgusting. The suffix *-ize* means "cause to be or become."

¹³ To be **incredulous** (in krey'ə ləs) is to be unwilling or unable to believe something.

¹⁴ **Desperation** means "distress caused by great need or loss of hope."

¹⁵ To **divulge** a secret is to reveal it or make it known, so that it's no longer a secret.

Approaching Level

DIFFERENTIATED INSTRUCTION



Emerging Students may need help putting the events in the story in order since multiple storylines eventually converge into one. Suggest that students make a numbered list to keep events straight. Include events such as these:

- Jerry collects cowboy cards.
- Armand asks Jerry for money for a gift for their father.
- Jerry's father loses his job.
- The store offers only president cards.
- Jerry feels guilty.
- Armand falls in love.
- Jerry learns of a way to get the Cleveland card on the North Side.

Teach

Cultural History

U.S. Presidents With the class, create a set of presidential trading cards that include birth and death dates, time in office, and one or two interesting facts. Make sure students know that Roosevelt was president at the time this story takes place. **Ask:** *Would boys today collect president cards? Why or why not?*

Political History

Grover Cleveland Considered the “22nd and 24th president of the U.S.,” Cleveland is the only president ever to be reelected after leaving office. He served as president from 1885 to 1889 and from 1893 to 1897.

realized before how terrible love could be. But my compassion¹⁶ was short-lived because I had other things to worry about: report cards due at Eastertime; the loss of income from old Mrs. Belander, who had gone to live with a daughter in Boston; and, of course, the Presidents.

Because a stalemate¹⁷ had been reached, the President cards were the dominant force in our lives—mine, Roger Lussier’s and Rollie Tremaine’s. For three weeks, as the baseball season approached, each of us had a complete set—complete except for one President, Grover Cleveland. Each time a box of cards arrived at the store we hurriedly bought them (as hurriedly as our funds allowed) and tore off the wrappers, only to be confronted by James Monroe or Martin Van Buren or someone else. But never Grover Cleveland, never the man who had been the twenty-second and the twenty-fourth President of the United States. We argued about Grover Cleveland. Should he be placed between Chester Alan Arthur and Benjamin Harrison as the twenty-second President or did he belong between Benjamin Harrison and William McKinley as the twenty-fourth President? Was the card company playing fair? Roger Lussier brought up a horrifying possibility—did we need two Grover Cleverlands to complete the set?

Indignant, we stormed Lemire’s and protested to the harassed¹⁸ storeowner, who had long since vowed never to stock a new series. Muttering angrily, he searched his bills and receipts for a list of rules.

¹⁶ **Compassion** is sympathy for another’s suffering, combined with a desire to help.

¹⁷ The chess term **stalemate** refers to a situation in which no further action is possible.

¹⁸ Someone who is **harassed** is repeatedly bothered or annoyed by someone else.



676 UNIT 5 What Brings Out the Best in You?



Writing Practice

Journal Entry Point out to students that the story is written from the first-person point of view. Explain that first-person point of view is signaled by the use of the pronoun *I* by the narrator. To help students gain a better understanding of first-person narration, ask them to write journal entries from the narrator’s point of view.

Suggest that students reflect on the incident with Armand. Have volunteers share their entries with the class.

"All right," he announced. "Says here you only need one Grover Cleveland to finish the set. Now get out, all of you, unless you've got money to spend."

Outside the store, Rollie Tremaine picked up an empty tobacco tin and scaled it across the street. "Boy," he said. "I'd give five dollars for a Grover Cleveland."

When I returned home I found Armand sitting on the **piazza** steps, his chin in his hands. His mood of dejection¹⁹ mirrored my own, and I sat down beside him. We did not say anything for a while.

"Want to throw the ball around?" I asked.

He sighed, not bothering to answer.

"You sick?" I asked.

He stood up and hitched up his trousers, pulled at his ear and finally told me what the matter was—there was a big dance next week at the high school, the Spring Promenade,²⁰ and Sally had asked him to be her escort.

I shook my head at the folly of love. "Well, what's so bad about that?"

"How can I take Sally to a fancy dance?" he asked desperately. "I'd have to buy her a **corsage** . . . And my shoes are practically falling apart. Pa's got too many worries now to buy me new shoes or give me money for flowers for a girl."

I nodded in **sympathy**. "Yeah," I said. "Look at me. Baseball time is almost here, and all I've got is that old glove. And no Grover Cleveland card yet . . ."

"Grover Cleveland?" he asked. "They've got some of those up on the North Side. Some kid was telling me there's a store that's got them. He says they're looking for Warren G. Harding."

"Holy Smoke!" I said. "I've got an extra Warren G. Harding!" Pure joy sang in my veins. I ran to my bicycle, swung into the seat—and found that the front tire was flat.

¹⁹ **Dejection** means "sadness; low spirits."

²⁰ A formal dance or ball was once called a **promenade**. Today the term is usually shortened to prom.

Vocabulary

sympathy (sim'pə thē) *n.* feeling of pity or compassion for another

Visual Vocabulary

Here, a **piazza**—also called a veranda—is an open porch, usually roofed, extending along one or more sides of the ground floor of a home.



Visual Vocabulary

A **corsage** (kôr sāzh') is a flower or small bunch of flowers worn by a woman, usually at the shoulder or on the wrist.



1

Voice What do the narrator's word choices and tone tell you about his emotions?

UNIT FIVE

Teach

Literary Element

1

Voice It shows how excited he is, that he almost can't believe his good luck.

Writer's Technique

Characterization People are rarely predictable. Characters, likewise, often surprise you. Has anything in Jerry's past behavior prepared you for his generosity toward Armand? What words and phrases show you that he is rather confused by his own actions? (*I was puzzled by my lethargy. I felt like Benedict Arnold. It was an—an emergency.*) Note that Cormier does not state directly that Jerry is maturing, because Jerry doesn't understand it himself. Instead, Cormier tells us that Roger looks at Jerry as if he were a stranger. This way, we can experience Jerry's confusion and growing pains right along with him.

President Cleveland, Where Are You? 677

English Learners

DIFFERENTIATED INSTRUCTION

Advanced English learners may not know that Benedict Arnold's name is synonymous with *traitor*. Encourage students to learn more about this important figure in American history. You may wish to explain that Arnold was originally fighting for the colonies' independence and was acclaimed as a hero. However, several junior officers were promoted ahead of him because

he tended to act too hastily. When he was recuperating from battle injuries, he married a woman whose family sympathized with the British. He leaked American military information to the British in exchange for money. Eventually, even many British loyalists considered him a traitor too.

UNIT FIVE

Reading Strategy

1

Evaluate Description Students probably do not expect to see the word in this context. Some may say it effectively captures the sudden appearance of the spring and the narrator's sense of feeling disconnected with his surroundings.

View the Art

The colors are bright but muted. The dancers could be anyone. The brush strokes show the movement in the dancers' bodies.

"I'll help you fix it," Armand said.

Within half an hour I was at the North Side Drugstore, where several boys were matching cards on the sidewalk. Silently but blissfully I shouted: President Grover Cleveland, here I come!

After Armand had left for the dance, all dressed up as if it were Sunday, the small green box containing the corsage under his arm, I sat on the railing of the piazza, letting my feet dangle. The neighborhood was quiet because the Frenchtown Tigers were at Daggett's Field, practicing for the first baseball game of the season.

I thought of Armand and the ridiculous expression on his face when he'd stood before the mirror in the bedroom. I'd avoided looking at his new black shoes. "Love," I muttered.

1

Spring had arrived in a sudden stampede of apple blossoms and fragrant breezes. Windows had been thrown open and dust mops had banged on the sills all day long as the women busied themselves with housecleaning. I was puzzled by my lethargy.²¹ Wasn't spring supposed to make everything bright and gay?

I turned at the sound of footsteps on the stairs. Roger Lussier greeted me with a sour face.

"I thought you were practicing with the Tigers," I said.

"Rollie Tremaine," he said. "I just couldn't stand him." He slammed his fist against the railing. "Jeez, why did he have to be the one to get a Grover Cleveland? You should see him showing off. He won't let anybody even touch that glove . . ."

²¹ **Lethargy** (leth'ər jē) is a feeling or condition of laziness or drowsiness.



View the Art How does this painting capture the fun of dancing at an event like the Spring Promenade?

The Dance in the Country, c. 1882–3. Pierre Auguste Renoir. Private Collection.

Evaluate Description Do you expect to see a word such as *stampede* in a description of springtime? Why might the narrator use it? What effect does it have?

678 UNIT 5 What Brings Out the Best in You?

Writing Practice

Keep a Journal As preparation for writing the autobiographical narrative, have students keep a journal for the week, describing their interactions with friends and family, daily events, and anything else that seems noteworthy. Have students write at least two paragraphs a day. They do not need to worry about writing formally; they can record events as they see fit. At the end of the week, discuss

the journals as a class, asking such questions as these:

- Did you write anything you can use in your autobiographical narrative?
- What did you learn about your voice as a writer? Was it serious, funny, terse, long-winded, whimsical, factual, or something else?

- Did any parts of your life start to seem more or less interesting as you were writing about them? How?
- What did you notice or see in a new way this week?

Encourage students to maintain the journal if they have found it useful or interesting.

I felt like Benedict Arnold²² and knew that I had to confess what I had done.

"Roger," I said, "I got a Grover Cleveland card up on the North Side. I sold it to Rollie Tremaine for five dollars."

"Are you crazy?" he asked.

"I needed that five dollars. It was an—an emergency."

"Boy!" he said, looking down at the ground and shaking his head. "What did you have to do a thing like that for?"

I watched him as he turned away and began walking down the stairs.

"Hey, Roger!" I called.

He squinted up at me as if I were a stranger, someone he'd never seen before.

"What?" he asked, his voice flat.

"I had to do it," I said. "Honest."

He didn't answer. He headed toward the fence, searching for the board we had loosened to give us a secret passage.

I thought of my father and Armand and Rollie Tremaine and Grover Cleveland and wished that I could go away someplace far away. But there was no place to go.

Roger found the loose slat in the fence and slipped through. I felt betrayed: weren't you supposed to feel good when you did something fine and noble?

A moment later two hands gripped the top of the fence and Roger's face appeared. "Was it a real emergency?" he yelled.

"A real one!" I called. "Something important!"

His face dropped from sight and his voice reached me across the yard: "All right."

"See you tomorrow!" I yelled.

I swung my legs over the railing again. The gathering dusk began to soften the sharp edges of the fence, the rooftops, the distant church steeple. I sat there a long time, waiting for the good feeling to come. 🍷

²² **Benedict Arnold** was an American general who became a traitor to the Colonial cause during the Revolutionary War.

BQ BIG Question

What was the emergency? Who did the narrator put first? How does he feel about his decision now?

Evaluate Description

To which sense does this description appeal? How does the description reflect the mood, or feeling, of the scene?

2

UNIT FIVE

BQ BIG Question

The "emergency" was that his brother needed the shoes and flowers for his dance, so the narrator sold his card for money to take care of his brother's needs.



To check students' understanding of the selection, see Unit 5 Teaching Resources, pp. 126–127.

Reading Strategy

2

It appeals to the senses of touch and sight. The words used create a mood of thoughtfulness that reflects Jerry's state of mind.

Approaching Level

DIFFERENTIATED INSTRUCTION



Point of View Say: Think about a time when you made a decision that you felt was right, but that made you unpopular with someone—a family member, a friend, a teacher, or a fellow student. Do you feel that you would make the same choice today that you did then? Why or why not? Have students write about the

experience and then pair up and share it with a partner. Have them discuss the choices each made and what differences they might see in their alternatives if they were to find themselves in the same situation today. Then, have a few volunteers share their situations with the class.

After You Read

Assess

For additional assessment, see Assessment Resources, pp. 143–144.

Respond and Think Critically

Possible answers:

1. It is set in an unnamed city in the 1930s during the Great Depression.
2. They collect president cards because having a full set entitles them to a free baseball glove.
3. Grover Cleveland is the one card that Jerry needs to get the baseball glove.
4. He is a greedy boy who gets whatever he wants. They are jealous and resentful of his privilege.
5. Even though he did the right thing, he still feels sad that he gave up something he wanted, especially to a boy that he didn't like. He also feels as though he betrayed Roger by selling the card to Rollie.
6. He learns that as you get older and more mature, it is admirable to put others' needs before your own—especially the needs of people who love and care for you.

After You Read

Respond and Think Critically

1. What is the setting of the story? **[Identify]**
2. After the cowboy cards, what do the narrator and his friends collect? Why? **[Recall]**
3. Briefly summarize why the Grover Cleveland card is so important to the narrator. **[Summarize]**
4. Why don't the narrator and the other boys like Rollie Tremaine? **[Infer]**
5. As the story ends, why isn't the narrator feeling good about helping Armand? **[Interpret]**
6. **BQ** **BIG Question** What values does the narrator learn from Armand throughout the story? **[Conclude]**

TIP

Interpreting

Here are some tips to help you answer question 5.

- Remember the things the narrator wants most during the story.
- Think about how the narrator and his friends feel about Rollie.
- Consider the narrator's loyalty to his brother and father.

FOLDABLES Study Organizer

Keep track of your ideas about the **BIG Question** in your unit Foldable.

View the Art

During the 1930s, the United States government hired artists to create different types of public art. The effort was called the Federal Art Project, and it provided work for many artists who had lost their jobs during the Great Depression. Much of the art, such as this woodcut, depicted people at work in their communities.



Group Activity Discuss the following questions with your classmates. Use evidence from the mural to support your answers.

1. In what ways are the men in this artwork similar to your image of the narrator's father? In what ways are they different?
2. What does the artwork tell you about the time period in which the story takes place?
3. Why do you think the artists in the Federal Art Project often chose to depict people at work?

Brick Laying, c. 1935. Adrian Troy.
Woodcut, 6 1/2 x 9 in.
Illinois State Museum Collection.

680 UNIT 5 What Brings Out the Best in You?

View the Art

1. They are similar in that they all work a job in order to earn their living. They are different because the men in the art are bricklayers, and the narrator's father works in a factory that makes combs.
2. The mural depicts the past, in the last century, when all the bricklaying work was done by hand.

There are no machines, such as cement trucks, to make the cement that the workers would use to lay bricks. The wagon wheel in the mural shows evidence of an earlier period in history.

3. The time period of the mural and the story seem to be about the same.

Literary Element Voice

1. What are some differences between the narrator's voice as he tells the story and the narrator's voice when he speaks dialogue as a character in the story? Why do you think the author might have made these voices different?
2. The narrator often refers to his culture and history, such as the President cards, the serial movies, and his father's loss of a job. What do these references tell you about the narrator and his background?

Review: Conflict

As you learned on page 249, **conflict** is the struggle between opposing forces in a story. An **external conflict** is between a character and some outside force, such as nature, society, or another person. An **internal conflict** exists within the mind of a character torn between opposing goals, ideas, or needs.

3. Is the narrator's main conflict external or internal? Explain.
4. What are the secondary conflicts—the conflicts besides the main conflict—in the story? Is each an internal or external conflict? Explain.

Reading Strategy Evaluate Description

Review your chart showing the strengths and weaknesses of descriptions in the story. Then answer these questions using evidence from the chart.

5. Give an example of a simile or metaphor from the story. How does the comparison strengthen the description?
6. What kinds of sensory details does the author use to describe the father? Do you think these details paint a clear picture of him? Explain.
7. Which description in the story do you think is most effective? Explain.

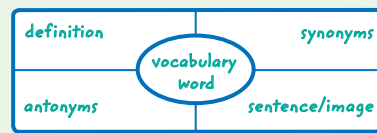
Vocabulary Practice

Choose the sentence that correctly uses the vocabulary word.

1. **A.** The cold winds made the hike a long, **dismal** journey.
B. After cheering so loudly at the game, her voice was **dismal**.
2. **A.** To keep the secret safe, Alix **betrayed** it to all of her friends.
B. Steve **betrayed** his family by taking the money from the drawer.
3. **A.** When Kira didn't get her way, she would sit in the corner **pouting**.
B. I was tired of her **pouting** me with complaints all day.
4. **A.** Their worst player was a **bonus** to the team.
B. Lisa had only expected lunch, so the movie was a nice **bonus**.
5. **A.** Cass had **sympathy**, so everyone ignored her.
B. Tim had **sympathy** for Jamal—he'd been in that situation before.

Academic Vocabulary

During the Great Depression, **finances** were tight for many families. To become more familiar with the word **finances**, fill out a graphic organizer like the one below.



Literature Online

Selection Resources For Selection Quizzes, eFlashcards, and Reading-Writing Connection activities, go to glencoe.com and enter QuickPass code GL19756u5.

After You Read

Vocabulary Practice

1. A
2. B
3. A
4. B
5. B

Academic Vocabulary

definition: money or resources

a person has

synonyms: funds; income; property

antonyms: opposite is "no funds"

sentence: He had saved so much money that he didn't have to worry about finances.

Literary Element

1. As a young boy, the narrator speaks in an informal voice. The language is simple, and he uses slang. The adult narrator is more sophisticated; sentences are more complicated. Students may say the formal narration gives perspective to what happened earlier and allows the narrator to explain some of the feelings and ideas that confused him in his childhood.
2. The references put his story in the 1930s. They also indicate that he is older and wiser now; he has acquired knowledge about the world.
3. It is internal. The narrator battles within his own mind about what to do with his extra spending money.
4. Most of them are external: the narrator vs. Roger for cards; the narrator vs. Rollie for prestige; the narrator vs. Armand for power in the family; all the boys vs. the North Side and the store; the narrator's family vs. poverty. Armand's love seems to be a source of internal conflict for him.

Progress Check

Can students comprehend vocabulary?

If...fewer than 2 answers are correct

Then... Glencoe Interactive Vocabulary CD-ROM.

Reading Strategy

5. Students may say that the comparison of Rollie's house to a birthday cake reveals the riches in his life.
6. He uses mostly sight and sound—his voice and laugh and his size—to describe the father. Most students will say that the picture is clear.
7. Some students may think that the comparison of Armand's voice to fireworks is effective because it is vivid.

Assess

Respond Through Writing

Autobiographical Narrative

Students' narratives should

- recount an experience in which they made a mistake and later corrected it
- reveal what they learned from the experience
- emphasize setting
- use strong sensory details and descriptions

Respond Through Writing

Autobiographical Narrative

Apply Description of Setting In "President Cleveland, Where Are You?" the narrator learns a humbling lesson. Write an **autobiographical narrative** about an experience in which you made a mistake and later corrected it. In your narrative, use **descriptions** to create a strong setting.

Understand the Task In an **autobiographical narrative**, the author tells a true story about his or her own life. Describe the setting by using sensory details and explore how the setting influences the resolution of the story.

Prewrite Think of a time you made a mistake. Why did you make the mistake? How did you correct it? Find other autobiographical narratives to read or ask friends or family members about life lessons they have learned. Brainstorm sensory details that will help you describe your narrative's setting. Think about creative comparisons that can strengthen your descriptions. Use a web diagram like the one below.



Draft Establish the setting early in your narrative. Use your web diagram to add details. Throughout the narrative, explain how you decided to make your decisions and tell how you felt about them. Have a classmate review your work.

Revise Reread your draft and add details to any descriptions that need to be strengthened. Check the conclusion of your narrative and make sure you reveal what you learned from the experience.

Edit and Proofread Proofread your paper, correcting any errors in spelling, grammar, and punctuation. Review the Grammar Tip in the side column for more information on apostrophes.

Learning Objectives

For page 682

In this assignment, you will focus on the following objectives:

Writing:

Writing a narrative.

Applying description.

Grammar Tip

Apostrophes

An **apostrophe** can show that a letter or letters have been left out of a word or phrase. This is called a contraction.

cannot → can't

we are → we're

Contractions are most often used in informal writing. They can make dialogue more realistic. Some writers feel that contractions are too casual for formal writing.

682 UNIT 5 What Brings Out the Best in You?



Writing Practice

Setting To practice using details in setting description, have students think of three places they have been that they recall very vividly. Have them write a paragraph about each one, remembering to use those details that appeal to the five senses. When they have finished writing, have students get into groups of three or four and read one another's paragraphs.

Students will give feedback to each other on which are the best settings and why. They will also give examples on how to make the writing even more descriptive. After everyone has had the chance to evaluate someone's writing, students will take one of their paragraphs and rewrite it with improvements. Volunteers will share these with their groups.

Media Workshop

Media Ethics

Media ethics are the rules of professional behavior followed by writers and producers of various kinds of communication. These rules guide writers as they try to do what is right in their work.

Failing to give credit for borrowed work is a form of stealing, a serious offense known as **plagiarism**. Besides being wrong, plagiarism is punishable by law. Those found guilty of plagiarism must pay fines.

Original Article

The weather was perfect on Sunday when the Pine Ridge Scouts gathered to celebrate their successful fundraiser. The scouts raised more than a thousand dollars for the Pine Ridge Animal Shelter, which was in need of funds after tornadoes last summer damaged the roof.

Plagiarized Article

It was a perfect Sunday for the Pine Ridge Scouts, who got together to celebrate a successful fundraiser. The scouts collected over \$1,000 for the Pine Ridge Animal Shelter. The Shelter needed funds after last summer's tornadoes damaged the roof.

This chart shows three ways to **avoid plagiarism**: by mentioning the source of your information, by stating an author's idea differently, or by using a different idea.

Original Sentence

But Eleanor was much more than just a president's wife, an echo of her husband's career. ("Eleanor Roosevelt" by William Jay Jacobs)

Plagiarism

Copying the writer's words

Eleanor was much more than just a president's wife, an echo of her husband's career.

Copying most of the writer's words

Eleanor was more than the wife of a president. She wasn't just an echo of her husband's career.

Copying the writer's idea

Eleanor Roosevelt was a great woman, much more than just a shadow of her husband.

Ways to Avoid Plagiarism

Mention the source.

In "Eleanor Roosevelt," William Jay Jacobs says that the First Lady was much more than "an echo of her husband's career."

State the idea differently.

Eleanor Roosevelt was not a typical political wife.

Use a different idea.

Eleanor Roosevelt was a stronger presence than any First Lady before her.

Learning Objectives

For page 683

In this workshop, you will focus on the following objectives:

Reading: Recognizing plagiarism.

Writing: Avoiding plagiarism.

TRY IT

Partner Activity: Identify and Avoid Plagiarism

1. Study the sentences below. Then rewrite the original in three ethical ways.
2. Share your new sentences with a partner.
3. Discuss the challenges of rewriting the original.

Original: Instead of making new friends, Eleanor often sat alone in her room and read. ("Eleanor Roosevelt" by William Jay Jacobs)

Plagiarism: Eleanor often sat in her room by herself and read instead of making new friends.

Literature Online

Media Literacy For project ideas, templates, and media analysis guides, go to glencoe.com and enter QuickPass code GL19756u5.

MEDIA WORKSHOP 683

Media Workshop

Media Ethics

Focus

In this workshop, students will learn about the dangers of plagiarism. In addition to learning what does and does not constitute plagiarism, students will learn how to avoid plagiarizing source material.

Teach

Writing Skills

Make a Plan To avoid being plagiarists, students may find it helpful to make a research plan before they use a source for information. Suggest that before students begin writing they paraphrase on its own note card each fact or idea from a source they intend to use. Instruct them to place quotation marks around any piece of information that is a direct quotation. When they have finished taking notes from various sources, have students organize the note cards by topic or idea. This exercise will help them assimilate ideas and synthesize their own thoughts and opinions on a topic.

TRY IT

Possible answers:

1. According to William Jay Jacobs, Eleanor "often sat alone in her room and read."
2. Eleanor liked to spend her time by herself, quietly reading.
3. Eleanor was not interested in being a socialite.

Approaching Level

DIFFERENTIATED INSTRUCTION

Emerging Approaching Level students may have a difficult time understanding understanding the concept of plagiarism due to their inexperience with assimilating new information and with synthesizing their own opinions based on new information. Have students write as much information as they can remember from "Eleanor Roosevelt" without looking back at the selection. Suggest that they jot down facts from Eleanor's early

family life, her life as a First Lady, and any significant dates that they remember. After this exercise, have them thumb through the selection and take notes on the same subjects on a new piece of paper. When they have finished, have them compare the two sets of notes. Guide them to understand that the first exercise forced them to rely on their own thinking processes, while the second made it easy to rely on the source's phrasing.

Before You Read

Focus

Bellringer Options



Literature Launchers: Pre-Reading Videos DVD, Selection Launcher

Or ask students what they know about humans' impact on the planet.

Say: **Have you experienced any effects of pollution?** Together, list how individuals make a difference.

Vocabulary

Have students act out

- making weird faces
- finding discarded trash or litter
- showing dedication to a sports team
- climbing out of car wreckage



For additional vocabulary practice, see Unit 5 Teaching Resources, p. 137.



For additional context, use Glencoe Interactive Vocabulary CD-ROM.

Before You Read

The Eco-Canoeist

Connect to the Essay

Think of an outdoor place where you enjoy spending time. What makes this place special?

Quickwrite Briefly describe an outdoor place that is special to you. How would you feel if it were dirty or polluted? What could you do to help?

Build Background

Rivers and the land surrounding them are important wildlife habitats, or places where plants and animals live. Pollution can threaten the wildlife and also affect people who use the river's water for drinking or recreation.

- One source of pollution in rivers is waste from factories. Because of laws passed in the 1970s, most factories have changed their processes for eliminating waste.
- Farm materials, such as fertilizer and animal waste, can end up in rivers and lakes.
- Careless people pollute water by pouring used car oil and paint into drains.
- *Urban runoff* is a term for rainwater that flows across human-made surfaces such as roadways and roofs, picking up pollutants from these surfaces. Then this water flows into rivers, lakes, and the ocean.

Vocabulary

weird (wērd) *adj.* strange; unnatural (p. 687). *We decided to investigate the weird sound coming from the shed.*

wreckage (rek'ij) *n.* remains of anything that has been destroyed (p. 688). *Sometimes wreckage from boats washes up on the beach.*

discarded (dis kărd'əd) *v.* thrown away (p. 688). *Mia picked up the discarded soda cans in the park.*

dedication (ded'ə kă'shən) *n.* faithful agreement or pledge to a person or purpose (p. 689). *Aaron's dedication to running helps keep him physically fit.*

Meet Sy Montgomery



"It's an important time to be writing about the connections we share with our fellow creatures. It's a great time to be alive."

—Sy Montgomery

A Nature Writer

Sy Montgomery has been described as "part Indiana Jones and part Emily Dickinson." While researching her stories, she has been chased by a gorilla in Zaire, bitten by a vampire bat in Costa Rica, and hunted by a tiger in India.

Literary Works Montgomery's award-winning books include *Journey of the Pink Dolphins* and *Search for the Golden Moon Bear*.

Sy Montgomery was born in 1958.



Literature Online

Author Search For more about Sy Montgomery, go to glencoe.com and enter QuickPass code GL19756u5.

684 UNIT 5 What Brings Out the Best in You?

English Learners

DIFFERENTIATED INSTRUCTION



Vocabulary Preteaching Have students define each vocabulary word in their own words. Then have them read the definition to a partner and have him or her guess the word. Finally, have the pairs come up with a synonym for each word. (*Possible synonyms: weird—odd, strange, funny; wreckage—debris, remains; discarded—tossed out, chucked; dedication—commitment, promise*)

Approaching Level

DIFFERENTIATED INSTRUCTION



Ask: **Would it be weird to discover the wreckage of a spaceship?** (Yes; spaceships are rare.) **Would it be weird to discover a discarded bottle?** (No; bottles are common.) **Name a few people, perhaps athletes or activists, who show dedication to what they do.** (Sample answers: Lance Armstrong, Nelson Mandela)

Set Purposes for Reading

BQ BIG Question

As you read, ask yourself, what makes people want to improve the world around them?

Literary Element Allusion

An **allusion** is a reference to a character, a place, or a situation from history, music, art, or literature. For example, in “The Eco-Canoeist,” the author mentions Clark Kent, a character in the Superman comic books and movies. The author doesn’t explain who Clark Kent is; she assumes that readers will recognize the name.

Writers can use allusions to advance the theme of a text by making interesting comparisons or describing something familiar in a new way.

As you read, ask yourself, what other allusions does the author use?

Reading Strategy Draw Conclusions About Author’s Perspective

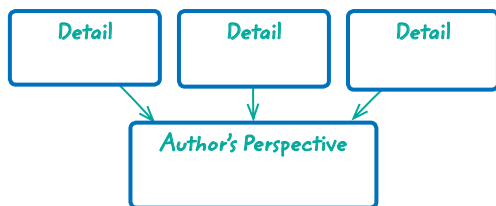
An **author’s perspective** is the author’s way of looking at a subject. Two authors might write about the same subject but have very different perspectives. You can get a good idea about the author’s perspective by noticing how the author presents ideas. When you **draw conclusions about the author’s perspective**, you figure out more than the author states directly. For example, if an author makes you feel sorry for stray cats, you might draw the conclusion that the author cares about animals.

Drawing conclusions about an author’s perspective can help you think about why the author feels a certain way about a topic.

To draw conclusions about author’s perspective, pay attention to

- the thesis, or the main idea, of an essay or work of nonfiction
- the words the author chooses to describe the subject
- the author’s purpose for writing
- the intended audience for the piece of writing

Then use these clues to explain what the author’s perspective is. You may find it helpful to use a graphic organizer like the one below.



Learning Objectives

For pages 684–691

In studying this text, you will focus on the following objectives:

Reading: Drawing conclusions about author’s perspective.

Literary Study: Analyzing allusion.

TRY IT

Draw Conclusions About Author’s Perspective Imagine that you read an editorial in your school newspaper arguing for a four-day school week. What might you conclude about the writer and why he or she wants to reduce the number of days students are in school?

Before You Read

Focus

Summary

Several years ago, park rangers in Florida noticed that the trash that usually cluttered the river was disappearing. It turned out to be the work of Steve Nordlinger, an ex-Marine who canoes up and down the river fishing out the trash, without pay or recognition.

For summaries in languages other than English, see Unit 5 Teaching Resources, pp. 129–134.

Literary Element

Allusion Point out that students make allusions all the time—for example, any time they quote a TV character’s catchphrase. Ask students for examples.

Reading Strategy

Draw Conclusions About Author’s Perspective

Remind students that they already know how to draw conclusions about someone else’s perspective. Whenever a friend expresses an opinion in a conversation, for example, we think about why she is stating it and why she might feel the way she does.

TRY IT

I might conclude that the student wants to spend less time in class.

Other options for teaching this selection can be found in

- Interactive Read and Write for On-Level Learners, pp. 253–264
- Interactive Read and Write for English Learners, pp. 253–264
- Interactive Read and Write for Approaching Level Learners, pp. 253–264

The Eco-Canoeist 685

English Learners

DIFFERENTIATED INSTRUCTION



Intermediate Allusions may prove especially challenging for students with a different set of cultural and linguistic references. Have English Learners keep a list of allusions they don’t recognize as they read. Then, with the class, have a question-and-

answer session so that students can answer each other’s questions about allusions. After students have identified each allusion, discuss why the author might be making certain references.

Teach

Reading Strategy

1

Draw Conclusions About Author's Perspective

The author likes the natural setting of the park. The sound of the owls masks the noise of the highway.

APPROACHING Have students reread the first paragraph. Point out the words *wonderful* and *gem* as well as the mood of peace evoked by the description of the highway noise being drowned out.



For additional reading skill or strategy practice, see Unit 5 Teaching Resources, p. 136.



For an audio recording of this selection, use Listening Library Audio CD-ROM.

Readability Scores

Dale-Chall: 8.4

DRP: 55

Lexile: 1130



The Eco-Canoeist

Sy Montgomery

In the thirteen years Dale Hatch has worked as a ranger at Jay Blanchard Park in Orlando, Florida, he's seen some wonderful and strange things. It's a gem of an urban park,¹ where among the cypress, afternoon calls of barred owls nearly drown out the highway noise. The tea-colored Little Econlohatchee River flows through the park's 412 acres and brings with it herons, wood ducks, otters, egrets, ibis, sandhill cranes, and stinkpot and painted turtles, as well as 484,000 human visitors. You can catch a thirteen-pound largemouth bass here—but the health department warns you to eat fish from the Little Econ only

1

Draw Conclusions About Author's Perspective

How do you think the author feels about the park? How do you know?

¹ An **urban** park is in a city.

686 UNIT 5 What Brings Out the Best in You?

Research Practice

SPIRAL REVIEW



Library Research Have students search periodicals and the Internet to learn more about the effects of pollution, agriculture, and construction on Florida's waterways. Have them think about questions such as these:

- What species are in the most danger?
- What are the effects of human construction on seasonal flood patterns?

- Which industries are doing the most damage?
- Which groups and companies are trying to repair the damage?
- How is Florida working to protect its water now?

Have students present their findings to the class in a brief oral report.

Teach

Reading Strategy

2

Draw Conclusions About Author's Perspective Students will probably say that the author included Hatch's quotation because she agrees with him.

Political History

Business and Environmentalism

Environmentalism is often controversial. Some businesses see environmental protection laws as restricting their ability to make a profit. They may also argue that when they spend money to comply with strict regulations, they must employ fewer workers, which hurts the local economy. Have the class discuss the different sides of this issue.

once a week. There's mercury² in the river, though no one is sure where it comes from.

You can find some **weird** stuff in the river, Hatch says: everything from trousers to toilets. The Little Econ drains dozens of housing developments, he says, and after a flood, you can find trash four and five feet up in the trees. But about a decade ago, Hatch and the other rangers noticed something really strange. The trash started disappearing from the water. They would find muddy garbage piling up inside park trash cans. "We couldn't figure out where in the world it was coming from," Hatch says in his Florida drawl.³ "Somebody was pulling this stuff up out of the river. We didn't know how, but we were sure glad whoever it was was doing it."

For months, as the rangers emptied the trash cans, they wondered who would do such a thing. Then one day, paddling in a canoe piled high with wet garbage was a person Hatch recognized. They'd first met on the park's soccer field some months before. Six feet tall and muscled, the stranger was dressed in **fatigues**, working out beside a maroon van plastered with Marines bumper stickers, practicing martial arts moves with a weapon that looked like nunchakus.⁴ At the time, Hatch remembers, he thought, "Uh-oh."

² **Mercury** is a poisonous metallic element, used in thermometers. When mercury gets into a water supply, it can have serious effects on the health of wildlife and people.

³ If someone has a **drawl**, the person speaks slowly, often drawing out the vowel sounds.

⁴ **Nunchakus** is the name for a weapon, originally from Japan, that consists of two wooden sticks joined at their ends by a short length of rawhide, cord, or chain.

Vocabulary

weird (wērd) *adj.* strange; unnatural

2

Draw Conclusions About Author's Perspective

Why do you think the author included this quotation?

Visual Vocabulary

Fatigues is the name used for a heavy-duty, two-piece work uniform worn by military people.



The Eco-Canoeist 687

Approaching Level

DIFFERENTIATED INSTRUCTION



Established With the class, discuss how the author builds suspense about the mysterious trash cleanup. Have students list the facts in order:

- Trash starts disappearing.
- Park rangers find river trash in trash cans.
- Rangers don't know who is cleaning the river.

- Ranger Hatch sees a man he recognizes in a canoe full of garbage.
- Hatch recognizes the man because he was practicing frightening martial arts moves in the park.

Point out that the author clearly knows who the mysterious man is, but she delays telling you as long as possible. **Say:** **Why do you**

think she delays telling you? (To make you curious about what will happen next; to build suspense and excitement; to make your experience of reading the story feel like the rangers' experience of learning about the Eco-Canoeist.)

Teach

For additional literary element practice, see Unit 5 Teaching Resources, p. 135.

Literary History

Alter Egos The alter ego is common in superhero stories and films, but it has its origins in much older *doppelgänger* (“double”) stories, such as those by E. T. A. Hoffman and Edgar Allan Poe. Often (as in *Dr. Jekyll and Mr. Hyde* or *The Portrait of Dorian Gray*) characters create a *doppelgänger* or alter ego that can do things that are not permitted in everyday life. Many superheroes create alter egos in order to fight crime in ways that might break the law. Ask students for examples. (Possible answers: *Batman*, *Spider-Man*, *Wonder Woman*, *Superman*.)

Reading Strategy

1

Draw Conclusions About Author's Perspective

The author may want readers to realize that everyone can make a difference by removing small items of trash.

BQ BIG Question

Nordlinger wasn't cleaning up the waterways to achieve personal recognition.

Hatch never suspected that, like Clark Kent, this thirty-four-year-old ex-Marine had an alter ego:⁵ the Eco-Canoeist. For more than a decade, few others suspected it either. Unrecognized, unfunded, and usually alone, Steve Nordlinger takes every spare moment, loads his canoe into his van, puts in at waterways around the state, and pursues a goal most people would consider too huge to even try: to clean up, by hand, hundreds of thousands of miles of Florida's rivers, lakes, swamps, canals, and ocean.

It's not just a dirty job but a dangerous one. Sodden river garbage is unwieldy⁶—a truck tire can weigh well over a hundred pounds when it's filled with mud and water, and somehow you have to lift it into your canoe without capsizing.⁷ He's hoisted out refrigerators, car parts, boat **wreckage**, picnic tables, doghouses, sofas. But it's the little stuff—the stuff anyone can lift—that arguably does the most harm. Birds choke on fishing line. Turtles die eating Styrofoam.⁸ Ordinary rope strangles manatees. Removing brittle, rusty cans and the barbs of **discarded** fishing gear, Steve has cut his own flesh open again and again. But he keeps at it. By his own conservative estimate,⁹ he has single-handedly removed 240 tons of trash and fishing line from the state's waterways.

Hatch recalls his astonishment at the feat. “I could not believe that one person would go out on his own and do something like that—nobody asked him, nobody's paying him, he wasn't even telling us about it so we could praise him,” said the ranger. “So we had to catch him accidentally—catch him cleanin' up our river!”

5 An **alter ego** is a person who is an extension of oneself, or another self. **Clark Kent**, a newspaper reporter, is the alter ego of comic-book hero Superman.

6 Something that is **sodden** is soaked through with water. Sodden river garbage becomes so heavy that it is **unwieldy**, or difficult to handle, manage, or use.

7 **Capsizing** means “overturning.”

8 **Styrofoam** is a brand name for a lightweight material made of plastic foam. Some drinking cups and packing materials are made from Styrofoam.

9 A **conservative estimate** is a cautious or moderate guess.

Vocabulary

wreckage (rek'ij) *n.* remains of anything that has been destroyed

discarded (dis kărd'əd) *v.* thrown away

688 UNIT 5 What Brings Out the Best in You?



Writing Practice

Explanatory Essay The author says of Steve Nordlinger, “He’s a Mother Teresa of Florida wildlife... He is part Don Quixote and part Superman.” Ask students to write essays in which they discuss this assessment of Nordlinger. Tell students to first identify Mother

Teresa, Don Quixote, and Superman, explaining what each person is known for. Then have them describe how Nordlinger’s volunteer work reflects the qualities of each of those three individuals.

Draw Conclusions About Author's Perspective

Why do you think the author includes this detail?

BQ BIG Question

Why do you think Nordlinger would want to remain anonymous?

Teach

Literary Element

2

Allusion Steve's selfless work helping wildlife without expecting either praise or payment is similar to Mother Teresa's work with the poor. Steve's dedication to a seemingly impossible task is similar to Don Quixote's idealism.

ADVANCED Say: **Don Quixote is known for his foolish or impossible quests, such as battling windmills. Is it always foolish to attempt to change the world? Can a foolish goal make someone more heroic? Explain.**

To check students' understanding of the selection, see Unit 5 Teaching Resources, pp. 140–141.



Steve Nordlinger in a canoe full of garbage

View the Photograph

How do this photograph and the one on page 686 help you understand why Steve Nordlinger became the Eco-Canoeist?

Steve seems like a superhero straight out of a comic book. His work has attracted the attention of local press and national radio, the praise of county commissioners, and the **dedication** of so large a group of volunteers that there aren't enough canoes to hold them all—not even with the three new ones that now bring Steve's fleet of canoes to ten, thanks to a small grant recently garnered¹⁰ from Disney.

The Eco-Canoeist is a strange kind of superhero. He's a trained fighter, yet so gentle he scrapes loose and releases the snails anchored inside the tin cans he picks up out of rivers. He's a Mother Teresa of Florida wildlife, dressed in Marines fatigues. He is part Don Quixote¹¹ and part Superman. But he is also, in important ways, an ordinary person—with an extraordinary will. 🦸

2

Allusion Why do you think the author chose to include this particular allusion?

¹⁰ Here, **garnered** means "gotten by effort."

¹¹ **Mother Teresa** was a nun who spent most of her life in India, caring for the sick and poor. **Don Quixote** is a character in a novel by Miguel de Cervantes. Quixote is an idealistic Spanish gentleman who sets off to defend the helpless and defeat the wicked.

Vocabulary

dedication (ded'ə kā'shən) *n.* faithful agreement or pledge to a person or purpose

The Eco-Canoeist 689

Approaching Level

DIFFERENTIATED INSTRUCTION



Emerging Steve Nordlinger doesn't seem to want any credit for what he does. Ask: **Why do you think some people don't want their good deeds to be noticed?** (Some people find the deed rewarding enough on its own. Or, they don't want

others to think they are seeking fame. Or they may just see the good deeds as part of their responsibility as citizens—not even all that special.) **Does everyone have this capacity to do good? If so, why doesn't everyone act on this ability?**

English Learners

DIFFERENTIATED INSTRUCTION

Intermediate Guide students to recognize the numerous cognates in "The Eco-Canoeist," such as

- commissioner/*comisario*
- strange/*extraño*
- decade/*década*
- volunteer/*voluntario*
- local/*local*
- conservative/*conservador*
- estimate/*estimación*

After You Read

Assess

For additional assessment, see Assessment Resources, pp. 145–146.

Respond and Think Critically

Possible answers:

1. The river is polluted with mercury and trash.
2. They noticed that there was less trash in the river, and they found muddy garbage inside the park trash cans.
3. Students will probably say that Hatch's first impression of Steve was that he might cause trouble because he was practicing martial arts moves with nunchakus. His opinion changes when he realizes that it is Steve who is cleaning out the river. He admires Steve and finds his actions astonishing.
4. This demonstrates Nordlinger's great respect for even the tiniest of living creatures.
5. Some students may say that the most heroic thing about him is that he cleans out Florida's waterways

Vocabulary

1. A
2. B
3. B
4. A

Academic Vocabulary

Responses should describe how the student benefited from being persistent or determined. For example, students might describe a time they persisted at learning a sport or other new skill; solving a problem; or making a new friend.

After You Read

Respond and Think Critically

1. What two problems threaten the river in Jay Blanchard Park? **[Identify]**
2. How did Hatch and the rangers find out that someone was removing trash from the river? **[Recall]**
3. What was Hatch's first impression of Steve Nordlinger? How does Hatch change his opinion when he learns more about Nordlinger? **[Infer]**
4. What does Nordlinger's action of scraping loose the snails inside tin cans and then releasing them tell you about him? **[Analyze]**
5. What do you think is the most extraordinary or heroic thing about Nordlinger? Explain. **[Evaluate]**
6. **BQ** **BIG Question** What do you think inspires Nordlinger to clean up Florida's waterways? **[Conclude]**

Vocabulary Practice

Choose the sentence that correctly uses the vocabulary word.

1. **A** The firefighter was rewarded for his **dedication** after risking his life to save a family.
B The policeman's **dedication** made him think that the suspect was lying.
2. **A** I hurried to the library, but it was too **weird** to get there.
B Andrew thinks it is **weird** that his sister has a pet spider.
3. **A** The sidewalk **discarded** the trash everywhere.
B Ryan **discarded** the candy wrapper in a trash can.
4. **A** Lena helped her dad clear away the **wreckage** after the storm.
B Mia likes this song, but it sounds like **wreckage** to her brother.

Academic Vocabulary

Steve Nordlinger works tirelessly to clean up the **environment** in Jay Blanchard Park. In the preceding sentence, *environment* means "condition of the air, water, soil, and so on; natural surroundings." Think about what you could do to improve the environment around your school. How could you make a difference?

TIP

Inferring

Here are some tips to help you answer question 3.

- Reread the description of Hatch's first meeting with Nordlinger. Notice what Nordlinger was doing when Hatch saw him for the first time.
- What does Hatch recall thinking when he first saw Nordlinger?
- When does Hatch next see Nordlinger? What does Hatch have to say about him then?

FOLDABLES Study Organizer

Keep track of your ideas about the **BIG Question** in your unit Foldable.



Literature Online

Selection Resources

For Selection Quizzes, eFlashcards, and Reading-Writing Connection activities, go to glencoe.com and enter QuickPass code GL19756u5.

690 UNIT 5 What Brings Out the Best in You?

for free without expecting any recognition for his work. Others may see his physical strength as extraordinary. Still others may see his determination and dedication to solving a large problem, one piece of trash at a time, as the most extraordinary thing about him.

6. Students may conclude that Nordlinger is inspired by his love of the natural world, especially Florida's waterways, to do whatever he can to help the environment.

Progress Check

Can students comprehend vocabulary?

If...fewer than 2 answers are correct

Then... Glencoe Interactive Vocabulary CD-ROM.

Literary Element Allusion

1. What do the allusions in this essay have in common? How do the allusions give you a more vivid picture of Nordlinger's character?
2. Which allusion do you think makes the most surprising comparison? Explain.

Review: Diction

As you learned on page 395, **diction** is a writer's choice of words. Writers carefully choose their words to convey a particular meaning or effect.

3. Read the following passage: "It's a gem of an urban park, where among the cypress, afternoon calls of barred owls nearly drown out the highway noise. The tea-colored Little Econlohatchee River flows through the park's 412 acres and brings with it herons, wood ducks, otters, egrets, ibis, sandhill cranes, and stinkpot and painted turtles, as well as 484,000 human visitors."

How does the author's choice of words in this passage create a picture of Jay Blanchard Park?

4. Find another passage in the essay with effective diction and tell what the author accomplishes with her choice of words.

Reading Strategy Draw Conclusions About Author's Perspective

Test Skills Practice

5. Why did the author write this article?
 - A. She thinks it is important to help the environment.
 - B. She thinks that state parks are overcrowded.
 - C. She admires soldiers and the service they have given to their country.
 - D. She admires Mother Teresa.

Grammar Link

Capitalization of Titles Capitalize the first word, the last word, and any important words in the title of a book, a play, a short story, a poem, a film, a magazine, and a song.

Examples:

Book: *Anne of Green Gables*

Play: *Romeo and Juliet*

Short Story: *The Gift of the Magi*

Poem: *Ode to the West Wind*

Film: *The March of the Penguins*

Magazine: *Sports Illustrated for Kids*

Song: *The Star-Spangled Banner*

Practice Rewrite the following titles using correct capitalization.

1. the lord of the rings
2. across the universe
3. a wrinkle in time
4. beauty and the beast

Write four correctly capitalized titles of your own.

Research and Report

Visual/Media Presentation Look for examples in the local media of photos or video clips that show people cleaning up litter or helping the environment in some way. Take notes and use word-processing software, if available, to help you organize, format, and present your information. Present your findings to the class. Be sure to give credit to your sources.

After You Read

Assess

Literary Element

Possible answers:

1. They all compare Steve Nordlinger to famous heroes and help you see Nordlinger as a hero. He shows amazing strength and incredible determination in hauling refrigerators out of the river.
2. Some students may find the Superman comparison most surprising, since Superman's strength is larger than life.
3. Students may say that the words *unrecognized* and *unfunded* emphasize Nordlinger's selfless attitude. "Pursues a goal most people would consider too huge to even try" emphasizes the superhuman task.
4. Students may choose a passage, such as the opening paragraph describing the park, in which the author uses vivid adjectives and imagery to bring to life this peaceful natural setting, rich in wildlife.

Reading Strategy

5. Because of her descriptions of Florida's parks and wildlife, students will probably say that Montgomery has great respect for the environment. She clearly believes people who work to protect the environment are important.
6. The main purpose is to show that one person can accomplish a great deal.

Grammar Link

1. *The Lord of the Rings*
2. "Across the Universe"
3. *A Wrinkle in Time*
4. *Beauty and the Beast*

Students' titles should be capitalized correctly.

Research and Report

Visual/Media Presentation Student presentations will vary but should include the following:

- photos or video clips that show people cleaning up litter or improving the environment in some way
- an explanation of why their actions are important
- a statement about where the information was found

Before You Read

Focus

Bellringer Options

Have students write about someone who has made a positive difference in their lives, such as a teacher, relative, or friend. Ask: **What kind of person is he or she? How did this person influence your life?**

BQ BIG Question

Have students discuss how an unpleasant experience can bring out the best in a person.

Literary Element

Narrator and Point of View Draw on the board a person standing on a hill. At the bottom of the hill, draw a person driving a car. Explain that in a story about the driver, the driver's point of view would be first-person and the point of view of the person on the hill would be third-person.

Reading Strategy

Compare and Contrast Have students discuss how a news story sounds when it is told by a newscaster (third person) compared to how it sounds when told by a witness to the story (first person).

Comparing Literature

Going Blind and from Ray Charles

BQ BIG Question

"Going Blind" is an excerpt from Ray Charles's autobiography, *Brother Ray*. The other selection is an excerpt from *Ray Charles*, a biography of the musician. As you read, ask yourself, how did Charles's experiences as a child help bring out the best in him?

Literary Element Narrator and Point of View

The **narrator** is the person who tells a story. **Point of view** is the perspective from which a story is told. Recall that an autobiography uses a person's account of his or her own life. An autobiography uses the **first-person point of view**. The narrator is the same as the subject of the autobiography and is referred to as *I*. The reader learns the thoughts and feelings of only that person. Because a biography is an account of a person's life written by someone else, a biography uses the **third-person point of view**. The subject of the biography is referred to as *he* or *she*.

As you read each selection, ask yourself, who is telling the story and how does that shape the story?

Reading Skill Compare and Contrast

You often **compare and contrast** things in everyday life. When you compare, you look for similarities. When you contrast, you look for differences. For example, you might compare and contrast two restaurants to help you decide which one to visit. You could compare the type and quality of the food as well as the cost.

Comparing and contrasting narrators and points of view can help you better understand literature. On the following pages, you'll compare and contrast the narrators and points of view in "Going Blind" and the excerpt from *Ray Charles*. Use a chart like the one below to record details about the narrators and points of view.

	Going Blind	Ray Charles
Narrator		
Point of View		

Learning Objectives

For pages 692–703

In studying these texts, you will focus on the following objectives:

Literary Study:

Analyzing narrator.

Analyzing point of view.

Reading:

Comparing and contrasting narrator and point of view.

Meet the Authors



Ray Charles and David Ritz

Ray Charles was a popular musician and composer. David Ritz has helped many people write their autobiographies.



Sharon Bell Mathis

Sharon Bell Mathis was a special education teacher before becoming a writer.



Author Search For more about Ray Charles, David Ritz, and Sharon Bell Mathis, go to glencoe.com and enter QuickPass code GL19756u5.

692 UNIT 5 What Brings Out the Best in You?

Reading Practice



Predict Readers often use clues in a story to guess what will happen next. The narrator of "Going Blind" says that the process of going blind was not as horrible as one might think. Readers can predict that the autobiography will discuss how Ray Charles had positive experiences even when he was losing his sight. "Ray Charles" begins with some children inviting Charles to race. Readers can try to predict the outcome. Have students find another place in each selection where they can

make a prediction. Have them write down the predictions and why they made them. When they have finished reading, have students review their predictions to see whether they were accurate.

Comparing Literature

1

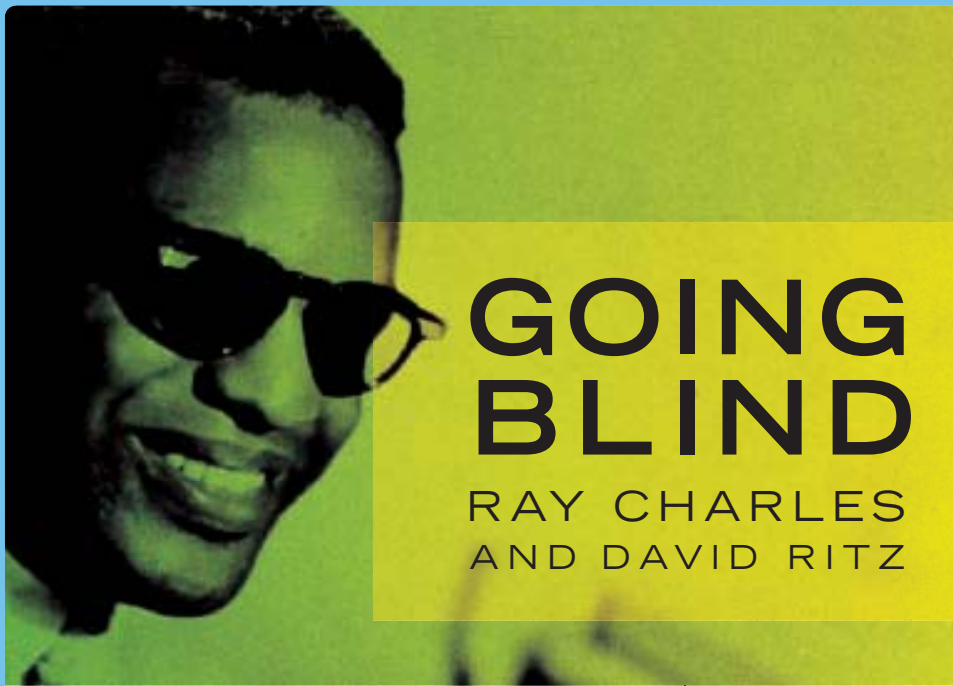
The point of view is first person. The author uses I and talks directly to the reader.

Cultural History

Ray Charles One of the most famous entertainers in American history, Charles had many hit songs and is known for helping to develop soul music. Soul is a blend of jazz, gospel, and rhythm and blues. To help readers connect with these selections, bring a sample of Charles's music to play for the class.

Writer's Technique

Sentence Fragments Point out to students the author's use of a sentence fragment at the beginning of the selection: "Going blind." Explain to students that, although not generally accepted in formal writing, the use of sentence fragments is a common stylistic choice in less formal writing. **Ask:** What effect does this fragment have when you read it aloud? (Possible response: It causes you to pause suddenly and feel the emotional impact of the idea of going blind.)



Going blind. Sounds like a fate worse than death, doesn't it? Seems like something that would get a little kid down, make him afraid, and leave him half-crazy and sad. Well, I'm here to tell you that it didn't happen that way—at least not with me.

That's probably because it took me two years to lose my sight completely. It slipped away gradually. And I suppose that's the reason I was never too frightened.

Images began to blur, and I saw less and less. When I woke up, my little eyes were shut tight as a door, crusted over and so sticky that my eyelids were matted¹ together. Sometimes Mama took a damp cloth and gently mopped around my eyes. After five or ten minutes, I'd slowly start blinking and adjusting to the morning light.

¹ Here, *matted* means "formed into a dense mass." Young Ray's eyes were so sticky that he couldn't open them easily.

1

Comparing Literature

What is the point of view in this selection? How do you know?

COMPARING LITERATURE 693

English Learners

DIFFERENTIATED INSTRUCTION



Beginning The light, conversational style of this selection provides a great opportunity for English Learners to practice reading aloud. Have students pair up and then have the pairs spread out across the room. Have students read aloud the first page of the selection to each other. Instruct them to read with expressive tone and emotion.

Intermediate Have students reread this first page. Instruct them to jot down notes on the main ideas and the details of the page. Then have English Learners use complete sentences to orally recount the main ideas and the details.

Teach

Comparing Literature

1

He loves and respects his mother very much. He speaks about her in positive terms.

Comparing Literature

2

Students will probably say that it gives the story a more conversational feel, draws the reader into the story, or makes the narrator sound friendly and likable.

For additional literary element practice, see Unit 5 Teaching Resources, p. 149.

For an audio recording of this selection, use Listening Library Audio CD-ROM.

Readability Scores

Dale-Chall: 5.2

DRP: 51

Lexile: 700

Vocabulary

3

Ask: What does the word *plight* mean? (an unfortunate, distressing, or dangerous situation) If students do not know the word, instruct them to use context clues to deduce the meaning.

But soon my horizons grew shorter and shorter. Faraway distances were fading. I was like a guy who stands on top of a mountain and one week sees fifteen miles off, the next week only ten miles, the third week only five. At first, I could still make out large forms, then only colors, then only night from day.

There were only two doctors in Greenville—a Dr. McCloud and a Dr. King. Dr. King was the more expensive of the two, and white folk went to him. Dr. McCloud—who was a white man—took care of everyone. He tried to help me as best he could, treating my eyes with ointments and drops, but there wasn't much he could do.

Finally he suggested that we go to a clinic in Madison, a town close by. So we went. Just Mama and me. We walked into the office of the doctor there and he looked into my eyes and examined me every which way.

"Is there any hope?" Mama asked.

"Well," the doctor answered, his face glum, his head hanging down, "I don't think so. I'm afraid the boy's going blind."

"I understand," Mama said. She was not afraid; she didn't weep or scream for the Lord's mercy. Mama was a strong woman—a smart woman—and she knew what she had to do.

Mama always wanted me to learn things. Even though she didn't have much education herself, she taught me all she knew—the numbers, the alphabet, the way to spell, how to add and subtract. So when I started going blind, she began looking into schools for me. Remember, I was the only blind person in Greenville; people just didn't know what to do with me.

Mama sought out advice. She asked Miss Lad, who worked at the post office. She talked to the banker and to Mr. Reams, who owned the general store. Soon everyone in town learned about my plight.

Comparing Literature
What have you learned about the narrator so far?

Comparing Literature
Why do you think the narrator sometimes addresses the reader? What is the effect?

694 UNIT 5 What Brings Out the Best in You?

Research Practice

Primary Sources Explain to students that a primary source is a document or other informative medium (film, recording, photograph) created by a person who took part in an event or witnessed it. **Ask:** Is "Going Blind" a primary source? Why or why not? (Yes, because it was written by the person who experienced the events.) Ask students to discuss what other primary sources about Charles's life they might be able to find.

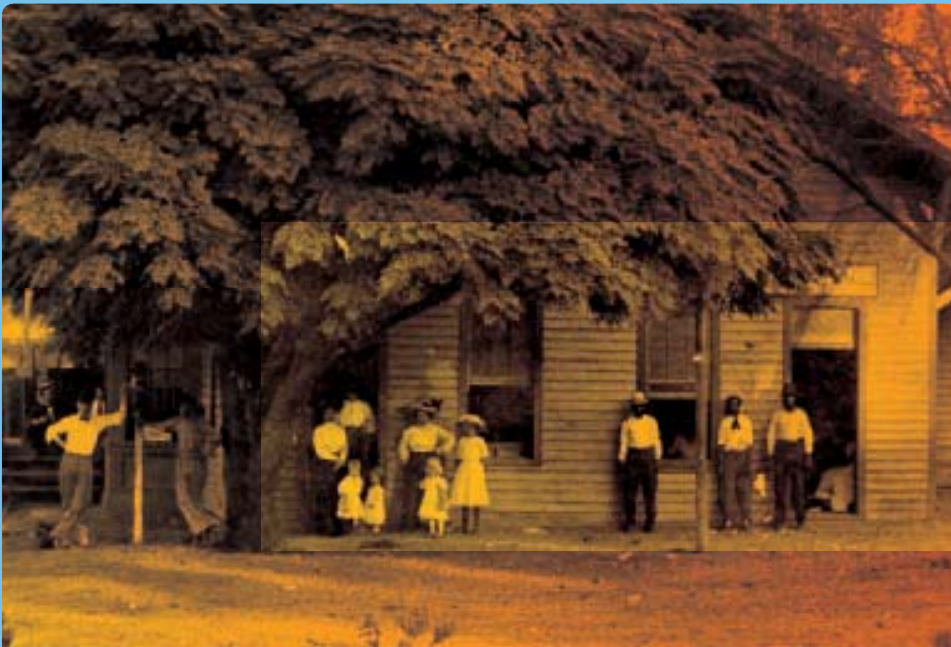
Encourage them to find these materials (or records of these materials). (Possible primary sources include written, audio, or televised interviews with Ray Charles; televised recordings of Charles's concerts; recordings of Charles's music.)

Teach

Comparing Literature

4

Ask: Do you think the author understood his mother's intentions when he was a child, or is this something he didn't understand until he was an adult? (Possible response: It seems unlikely that he fully understood his mother's intentions as a child.)



Railroad Depot, Greenville (also called Greenville), Florida.

It was the white folks who told Mama about the State School for the Blind in St. Augustine. I think a few of them saw something good in me and cared about making sure that it was nurtured. Maybe they knew I had half a brain; maybe they heard I had some musical talent. I don't know, but Mama was able to get good advice, and I'm certain that many white people were encouraging her to send me to school.

It didn't take her long to decide. I was going to have to go to school and live in St. Augustine.

My own reaction to leaving was a big fat NO. Didn't want to leave Mama and didn't want to leave Mary Jane.² That simple. Going blind was one thing; I was getting used to that. But leaving these women was something else. They were all I knew. They were my whole world.

² **Mary Jane** Robinson was a former wife of Ray Charles's father. She helped raise Ray and was like a second mother to him.

4

COMPARING LITERATURE 695

Approaching Level

DIFFERENTIATED INSTRUCTION



Emerging To help students understand the concepts of narrator and point of view, have students choose one or two striking paragraphs from the first few pages of the selection. Instruct them to rewrite these paragraphs with an alternative narrator, such as Charles's mother, a concerned

townsman, or even the student himself. Encourage them to use an informal, conversational style similar to Charles's style. When they have finished writing, invite students to read their narratives aloud to the class.

Teach

Political History

St. Augustine, Florida In 1565, Pedro Menéndez de Avilés founded the city of St. Augustine, considered by most historians to be the oldest city in the United States. Until 1821, the city, located in northeastern Florida, was an important Spanish colony.

Writer's Technique

Informal Language Have students reread the paragraph that begins “No matter.” **Ask:** *What examples of informal language can you find in this paragraph?* (*Fragments: No matter, End of discussion. Dropped article: Fact is...*)



Florida School for Blind, Deaf and Dumb, Saint Augustine, Florida.

No matter. Mama told me I was leaving, so I was leaving. End of discussion. I had a couple of months to get used to that idea, and during this last period at home I was treated the same as a normal child. Fact is, I was made to do the same chores I had done when I could see.

Mama was a country woman with a whole lot of common sense. She understood what most of our neighbors didn't—that I shouldn't grow dependent on anyone except myself. “One of these days I ain't gonna be here,” she kept hammering inside my head. Meanwhile, she had me scrub floors, chop wood, wash clothes, and play outside like all the other kids. She

696 UNIT 5 What Brings Out the Best in You?

Listening and Speaking Practice



News Report Assign students to groups of three or four. Tell them to imagine that they are covering Ray's departure from his home for the evening news. Have them use the following guidelines:

- Include all the facts.
- Get a quote or brief interview from Ray.
- Use expressive voice and body language.
- Interview bystanders.

Give students time to plan and rehearse their reports and then have each group perform for the class.

made sure I could wash and dress myself. And her discipline didn't stop just 'cause I was blind. She wasn't about to let me get away with any foolishness.

So I still had the freedom to fend for myself on the outside. That made me happy. Even though I couldn't see much, I wasn't afraid of running around. I knew every inch of Greenville, and I didn't lose my confidence about finding my way; I went wherever I wanted to.

Some of the neighbors gave Mama a hard time. They got on her case when they saw me working out back or helping her in the house.

"He's blind," Mama told them, "but he ain't stupid. He's lost his sight, but he ain't lost his mind."

Mama was looking way down the line.³

Blindness didn't break my spirit, but it might have added to my already shy personality. Many kids' games required sight, so I couldn't play with them. On the other hand, I had my own circle of friends, and I still raised some heck with the other kids.

I still went over to Mr. Pit's place and climbed up on the piano stool. By then, even at age six, I could fake a little black-bottom blues⁴ of my own.

I played around like all kids, getting into more trouble than I should and less than I might. Luckily, Mama held the reins tight, and I was taught to mind my elders. Either that, or my butt would be burning for days.

I wouldn't want you to think I was a model kid.

Look here: Some friend would show up and convince me to follow him down the road, just before dinnertime.

"C'mon, RC, let's go, man."

I was dumb, I was stupid, and even though Mama had instructed me to clean the house, I'd leave anyway. Two hours later I'd come back and Mama would be

³ When you look *down the line*, you are thinking about the future.

⁴ *Black-bottom blues* is a type of music that gets its name from some poor African American neighborhoods, once referred to as "black bottoms."

Comparing Literature

How would this selection be different if it were told from the third-person point of view?

1

Comparing Literature

How would you describe the narrator? Is he funny, serious, or angry? How does his attitude affect the tone of the selection?

Teach

Comparing Literature

1

The reader wouldn't know that Ray Charles still felt free or was unafraid of exploring Greenville unless the third-person point of view was omniscient, or all-knowing.

Teaching Note

African American Vernacular English

AAVE speakers need help in learning not to delete *is* and *are* in formal speaking and writing. Have students reread the sentence "'How else you gonna learn to read and write?'"

Point out that a form of the verb *to be* has been dropped. **Ask:** **What word belongs between *else* and *you*?** (*are*) **What is the standard way to say *gonna*?** (*going to*)

English Learners

DIFFERENTIATED INSTRUCTION



Intermediate English Learners may have trouble with idioms like *remained firm*; *I can only take you so far*; *far, far away*; *enough to get me down and keep me down*; *going off on my own*; *very, very tight*; and *life could go on*. To help English Learners and to bolster their confidence in the meaning of these idioms, have

native English speakers explain what these phrases mean. Encourage English Learners to ask questions about the phrases if the meanings are unclear. Then have each student write new sentences using these phrases.

Teach

Comparing Literature

1

Students are likely to say that Ray's mother might not have known how strongly he felt about his family and his freedom to roam around his town.



To check students' understanding of the selection, see Unit 5 Teaching Resources, pp. 151–152.

1

burning mad. She wouldn't whup me right away, though. She had the good sense to realize that you don't hit someone when you're full of rage and anger. No, she'd wait till she was calm—maybe an hour or two later—and then she'd come after me.

But the discipline didn't bother me. I came to expect it. No, I loved my home life, loved my mama, loved Mary Jane, loved the feeling of roaming round the woods with my friends. So when they put me on the train to St. Augustine, I was one unhappy boy.

The idea of leaving Mama and Mary Jane was almost more than I could bear. What did I know about St. Augustine and some strange-sounding school for the blind?

"Mama," I cried, "don't make me go, Mama. I wanna stay with you." But she remained firm.

"You gotta go, son. How else you gonna learn to read and write? I can only take you so far."

I understood that I couldn't go to school in Greenville and learn like normal kids. But at the same time, the thought of getting on a big train and going far, far away—leaving everything and everyone I knew behind—man, that was enough to get me down and keep me down. Remember, I'd never really been outside the country, and here I was going off on my own.

Mama and I had always been very, very tight. It didn't seem possible my life could go on without her. I was just a seven-year-old kid. It didn't seem possible that I had to leave. None of it seemed possible. But let me tell you: It sure enough happened. 🙌

Comparing Literature How might this part of the story be different if Ray's mother were the narrator?

698 UNIT 5 What Brings Out the Best in You?

Reading Practice



Connect Help students connect to the selection by discussing the events on page 699. Possible topics include being the new student in school, having a nickname (positive or not), participating in class competitions.



Past Tense Remind students that a verb's tense shows when an action takes place. The present tense names an action that is happening now. The past tense names an action that already happened. The past tense of most verbs is formed by adding the prefix *-ed* to the present-tense form. Some past tenses are irregular, such as *teach/taught*. Write the following sentences on the board. Have

students name the correct past-tense form of the underlined verb.

1. "Hey, Foots!" a boy yells. (*yelled*)
2. The barefoot boy arrives at the school only a few days before. (*arrived*)

Teach

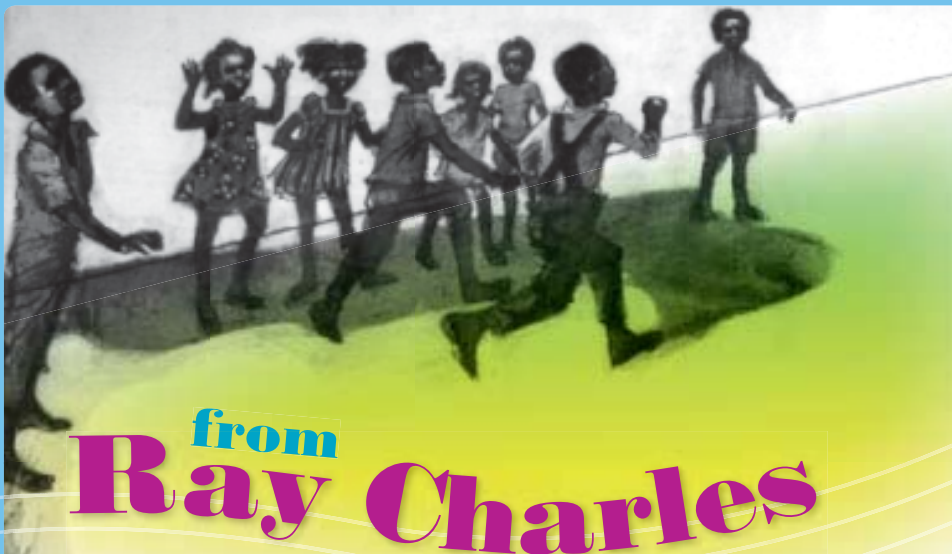
Teaching Note

Visualizing To help students visualize the events in the selection, draw a picture of the wire race on the board.

Comparing Literature

1

The narrator is omniscient. The narrator reveals what Ray is thinking and feeling.



from Ray Charles

Sharon Bell Mathis

"Hey, Foots!" a boy yelled. He was on the Black children's side of the wire that ran down the yard of St. Augustine School for the Blind.

"Hey, Foots! Hey, Ray—Ray Charles Robinson!¹ Come on and race!"

The barefoot boy, called Foots because he had no shoes, had arrived at the school only a few days before.

Ray stood still and thought for a moment.

He wasn't thinking of his blindness. That didn't matter. It had never stopped him from doing exactly what he wanted.

Ray wanted to run a perfect race. He was thinking of how to win.

Once his mother had held him close.

"You're blind," she said, "not stupid. You lost your sight, not your mind."

Suddenly he knew how to do it. He knew how to win.

¹ **Ray Charles Robinson** dropped his last name when he began performing in public to avoid being confused with boxer Sugar Ray Robinson.

1

Comparing Literature An omniscient narrator can tell the reader what the subject of the text is thinking or feeling. Does this story have an omniscient narrator? How do you know?

COMPARING LITERATURE 699

English Learners

DIFFERENTIATED INSTRUCTION



Intermediate English Learners must overcome vocabulary and idiomatic barriers to achieve better comprehension. Have English Learners list at least four words and phrases from this spread that they do not understand. Examples might include *wire*, *come on*, *that didn't matter*, *it had never stopped him*,

suddenly, *taking a chance*, *losing the way*, *sound was sharp*. Have students work in small groups to compare their lists and help each other with definitions. Remind them to consult a print or online dictionary for help.

Teach

Comparing Literature

1

Students are likely to say that he is nervous about running without holding the wire, but he is also excited that he knows how to win.

APPROACHING Ask: **Would the description be more effective if the narrator told you exactly what Ray was feeling here? Explain.**

Comparing Literature

2

Students will probably say that the tone is more formal in this selection and that Ray's words are shown in quotation marks.

Teaching Note

Informal Language Point out to students the dialogue "You running, Foots?" Ask: **How would you phrase this in standard English?** (*Are you running, Foots?*) **What is the boy actually asking?** (*Are you going to race?*)

1

A child stood at each end of the wire, pulling it tight. All Ray had to do was grab the wire at the starting point and follow it to the end.

But he didn't grab the wire. His small, seven-year-old fingers felt the wire lightly. If he didn't touch it at all, he could run even faster. But that meant taking a chance of getting too far from the wire and losing the way.

Ray heard the other children running back and forth, racing. The sound was sharp and clear to his ears. He could tell how far away they ran by their voices. Ray figured the wire was about 100 feet long.

He knew how to measure. He had learned by helping his father build and repair things for neighbors. At first he had been able to see. But later, even when he could no longer see, he had still helped.

His mother did not baby him either. She gave him chores to do. One of his chores was to cut wood. He had to use an ax to do it.

One day some women saw the blind boy chopping wood with an ax. They were shocked and angry with his mother. But Ray's mother did not care about them. She cared about her son. She wanted him to do as much as he could without help.

"You running, Foots?"

"Yeah," Ray said. His toes dug into the sandy Florida dirt.

"READY, SET, GO!"

Ray started. His hand kept a light touch on the wire. It felt easy.

The running part was easy too. He was used to racing barefoot across dirt yards. He was always speeding across his own yard at home on his way to visit his neighbors.

Ray could hear the children shouting. Faster and faster he ran. He was streaking somewhere in the dark and everything was perfect.

He didn't need to see. Not this time. Not now, not ever. He felt great.

Comparing Literature

You can often figure out how a character is feeling even when the narrator doesn't directly tell you. How do you think Ray feels in this paragraph?

Comparing Literature

How are Ray's thoughts, words, and actions expressed differently in this selection from how they are expressed in "Going Blind"?

2

700 UNIT 5 What Brings Out the Best in You?

Listening and Speaking Practice

Verbal and Nonverbal Messages Explain to students that they must pay attention to verbal and nonverbal messages to fully understand what a speaker is saying. Have students dramatize the interaction between Ray and the other children as they urge him to participate in the race. Suggest that students use both

verbal and nonverbal clues to communicate the characters' thoughts and emotions. After students perform the scene, ask the audience to comment on how each character's verbal communication related to his or her nonverbal message.

Teach

Comparing Literature

3

3

Comparing Literature

How might these sentences be worded if this selection were told from first-person point of view?

Comparing Literature

4

4

Comparing Literature

How has the narrator's story changed? What is the narrator's focus here?

The narrator now talks about Ray's success as an adult. The narrator is contrasting the difficulty of Ray's childhood with his later success.

Writer's Technique

Short Paragraphs Point out the author's use of very short paragraphs on this page. Have students discuss why the author uses short paragraphs in this particular place. Encourage them to think about how the short paragraphs affect the speed of their reading and how speed is related to the action in the story. (*A faster reading pace is appropriate for a racing scene.*)

Then sudden pain smashed into him.

WHAM!

They had tricked him. There was no child at the other end of the wire. They had tied it to an iron post.

The hurt was too much. Ray started to cry.

"Little baby!" someone yelled. "Little sissy boy!"

Tears tried hard to get past his eyelids. But Ray squeezed his eyelids tighter.

"Foots is a baby!" the children shouted again and again.

Today, the little barefoot boy is a man. He is famous. People don't call him Foots. They call him Ray Charles. The whole world knows him. He is a great musician.

He is still blind, but nobody would dare trick him into hitting an iron post.

Huge crowds of people come to his concerts to see him play the piano and sing. He wears dark glasses and



COMPARING LITERATURE 701

English Learners

DIFFERENTIATED INSTRUCTION



Beginning English Learners may find it helps their comprehension to stop reading every once in awhile to make sure they understand what is occurring in their reading. Have English Learners jot down what they know about Ray up to this point in the selection. Then have students reread the first few pages of the selection to confirm the accuracy of their notes and to look for additional details about Ray's character.

Intermediate Have English Learners describe the race in which Ray is participating. Make sure that they understand that he is using a wire to guide himself to the finish line. Invite non-native speakers to describe how races are conducted in their native countries.

Teach

Cultural History

Achievement Awards Among Ray Charles's achievements are thirteen Grammy Awards (an important music award), an album that sold over one million copies, and induction into the Rock and Roll Hall of Fame.

To check students' understanding of the selection, see Unit 5 Teaching Resources, pp. 151–152.

rocks back and forth on the piano stool as his body and soul keep time with the beautiful sound of his voice.

The music of Ray Charles is a mix of many styles, including gospel music and jazz. His music has the power of a story. It tells about love and pain and joy and trouble.

You can hear his tears in it.

Sometimes, when people clap and clap and clap, he gets up from the piano and stands, holding his arms out to them. It makes the people feel good.

Sometimes they cry when he sings about trouble.

Ray Charles Robinson, who was born able to see on September 23, 1930, in Albany, Georgia, knows what trouble is. 🙋



702 UNIT 5 What Brings Out the Best in You?

Literary Element Practice



Metaphor Remind students that a metaphor is a figure of speech that compares two unlike things. Also remind them of the difference between a metaphor and a simile: a metaphor implies the comparison, whereas a simile states it directly by using the

words *like* or *as*. Have students reread the line “You can hear his tears in it.” Ask students to explain the metaphor in this line. (*The tears stand for the emotions Ray Charles expresses through his music.*) Have students discuss why the author might use this metaphor. (*Possible*

response: A poetic metaphor expresses the poetic beauty of Charles’s music.)

Assess

For additional assessment, see Assessment Resources, pp. 147–148.

BQ BIG Question

Possible answers:

- He does chores such as chopping wood, walks in the woods with his friends, and races.
- She loves him very much. She wants him to receive an education and build his confidence. She wants to make sure he can survive without her help.
- She doesn't allow his disability to get in the way of his life.

Literary Element

1. Students may discuss the differences in perspective and pronoun usage between first-person and third-person narration. Students might discuss how the narrator in "Going Blind" has a conversational style, while the narrator in "Ray Charles" has a more fictional, dramatic style. Responses should include specific details.
2. Students might discuss how both narrators reveal the thoughts and feelings of Ray and his mother. Students might discuss how both narrators focus on the importance of Ray's mother's parenting in his life. Responses should include specific details.

Write to Compare

Students might discuss what kind of person each narrator is, how the narrator tells the story, and how the points of view affect the student's response to the text. Paragraphs should include details from the text.

Comparing Literature

BQ BIG Question

Now use the unit Big Question to compare and contrast "Going Blind" and the excerpt from *Ray Charles*. With a group of classmates, discuss questions such as the following.

- How does each selection present the ways Ray Charles's childhood experiences brought out the best in him?
- Why does Ray's mother make Ray do difficult chores, discipline him, and send him to St. Augustine?
- How does Ray's mother put Ray's best interests before her own?

Support each answer with evidence from the readings.

Literary Element Narrator and Point of View

Use the details you wrote in your comparison chart to think about the narrators and points of view in "Going Blind" and the excerpt from *Ray Charles*. With a partner, answer the following questions.

1. In what ways are the narrators and points of view different? Discuss specific details, writing styles, or any other ways the narrators and points of view differ.
2. In what ways are the narrators and points of view similar? You might think about how each narrator tells the story, how each narrator speaks, or on what thoughts and feelings each narrator focuses.

Write to Compare

In one or two paragraphs, describe how the narrators and points of view affect "Going Blind" and the excerpt from *Ray Charles*. You might focus on these ideas as you write:

- Discuss how each narrator tells the story. How does the narration make you feel? Is the narrator's storytelling exciting, gloomy, or funny?
- Discuss how each selection would be different if it were written from a different person's point of view or if the point of view of the two selections were switched.
- Explain how similarities and differences in the narrators and points of view affect your responses to the two selections.



Writing Tip

Plural Nouns While writing, remember that the plurals of some nouns are not formed simply by adding an *s*. For example, singular nouns that end in a consonant and *y* get an *ies* ending when they become plural (*story/stories*).



Literature Online

Selection Resources

For Selection Quizzes, eFlashcards, and Reading-Writing Connection activities, go to glencoe.com and enter QuickPass code GL19756u5.



Writing Practice

Character Analysis Ask students to think about Ray Charles's mother and the way she raised her son. Ask them to complete a Character Web to identify important elements of her character. When their webs are complete, ask students to write brief essays to answer this question: How did Ray Charles's mother contribute to his success as a legendary entertainer? Remind students to include details from the selection to support their views.

Analyzing Literature Note that "Ray Charles" is a biographical narrative, whereas "Going Blind" is an autobiographical narrative. Ask students to write an essay in which they compare and contrast the two genres. **Ask:** *In what ways are these two selections similar? What elements does the autobiographical narrative have that you don't find in the biographical narrative?* Ask students to share their analyses with their classmates.

Research Report

Focus

Students will follow the stages of the writing process, including prewriting, drafting, revising, and editing, to write and present a research report. They study transitions for sentence fluency and will analyze a model essay.

Teach

Prewrite

Encourage students to use curiosity as a guide to choosing a topic. About whom would they like to know more? About whom would they like to write? If a writer isn't interested in a topic, his or her readers will not be either.

Teaching Note

Preliminary Research Remind students that it is important to choose a topic for which adequate current information is available. Have students conduct preliminary research on a topic before they make a decision to write about it.

Workshop Resources

Print

- Unit 5 Teaching Resources
- Writing Resources Book
- Writing Constructed Responses Booklet
- Real Success in Writing Research Reports Booklet
- Grammar and Language Workbook ATE
- Grammar and Composition Teacher Guide
- Grammar and Writing Transparencies

Learning Objectives

For pages 704–711

In this workshop, you will focus on the following objective:

Writing: Writing a research report using the writing process.

Writing Plan

- Choose a focused subject or topic.
- Draw upon reliable information from multiple sources.
- Incorporate relevant facts and details to support the main idea of the report.
- Organize the report in a logical sequence, concluding with a summary of the main idea.
- Include a list of sources (bibliography) and footnotes.

Literature Online

Writing and Research

For prewriting, drafting, and revising tools, go to glencoe.com and enter QuickPass code GL19756u5.

Research Report

What inner strengths do you possess? In this workshop, you will write a research report that will help you think about the Unit 5 Big Question: What brings out the best in you?

Review the writing prompt, or assignment, below. Then read the Writing Plan. It will tell you what you will do to write your research report.

Writing Assignment

In a research report, you investigate a subject or topic and present information on it, drawing from a variety of reliable, documented sources. Write a research report on a well-known historical or modern-day person whose inner strength helped him or her put others first. The audience, those reading your report, will be your classmates and teacher.

Prewrite

How did the people you have read about in this unit use their inner strength to help others? Think about the biography of Eleanor Roosevelt, for example. What other historical or modern-day person might be a good subject for your report?

Gather Ideas

Gather information about famous people and their accomplishments. Talk with your friends and family, look through your social studies textbook, and check Web sites and library books. Make a list of the names of people who interest you.

Choose a Topic

Look over the names on your list. From your preliminary research, which person do you admire the most or find most interesting? Choose a person from your list to research.

Plan and Conduct Your Research

Focus your research on a few questions. For example, *What is this person's memorable achievement? How and when did the person achieve it? In what way did this person's inner strength lead to helping others?* Be sure to consult a variety of authoritative sources, such as the *Readers' Guide to Periodical Literature*, magazines, newspapers, encyclopedias, reliable Web sites, or experts, to find the information you need.

Technology

- Glencoe Online Essay Grader, glencoe.com
- Literature Online: Writing Resources, glencoe.com

Then take notes, using a research chart, or database, to record information such as the following:

- the source number
- author, if mentioned
- name of source
- page number or Web address
- publication details (including the date you used information from a Web site or the copyright or publication date from printed material)
- item of information—indicate if the item is a fact (F) or an opinion (O)

When you take notes in the research chart, do not just copy from your source word for word. Instead, write a summary, which is a shortened version of a longer text, or paraphrase information, which is a restatement of someone's ideas. See Media Literacy at the back of this book for more guidelines on when to give credit to a source.

King Sundiata of Mali

Source	Information
1. Koslow, Philip. <i>Mali: Crossroads of Africa</i> . New York: Chelsea, 1995, p. 12.	A griot, or storyteller, named Kouyata says that when Sundiata overcame hardships to serve as the first ruler of Mali, "he was greatly loved." (F)

Evaluate Your Information

In order to evaluate each piece of information in your research chart for its relevance and reliability, ask yourself,

- How important is this information in making my point?
- Is the source reliable?
- Does the information come from a reputable organization or author? Does the author have expert credentials?
- Can I verify the information with another source? Are there factual or grammatical errors that make the source seem questionable?
- Is the writer citing a fact or offering an opinion? Is the source associated with an organization that is biased?
- How current is the information?

Prewriting Tip

Taking Notes Put quotation marks around any words you copy directly from a source. Be sure to include complete source information along with the quoted material.

Research Report

Teach

Prewrite

Make sure students understand that a research paper should contain a balance of paraphrased material, quotes, and original ideas. Ask them why these components is essential to an effective research report.

APPROACHING Provide students with examples of paraphrased and quoted text. Have partners practice paraphrasing information and documenting quoted text properly.

Prewrite

Remind students to take notes on relevant information only. Provide them with source material. Have them highlight important points or main ideas. Ask students to explain why they highlighted certain information.

For Writing Workshop graphic organizer and rubric, see Unit 5 Teaching Resources, pp. 154–156.

English Learners

DIFFERENTIATED INSTRUCTION

Intermediate English Learners may find it difficult to locate relevant information in their source materials. First, have them scan each source, looking at the chapter titles and illustrations. Have them set aside any sources that do not seem to have the information they need or that seem too difficult to understand.

Then have students make a list of key words that relate to their topic. Have them keep these words in mind as they skim the table of contents, index, headings, and other text features for the information they need.

Approaching Level

DIFFERENTIATED INSTRUCTION

Emerging Students may prefer to use colored index cards (or cards with a colored dot in the corner), rather than a chart, on which to take notes. They can use a different color for each source.

Research Report

Teach

Prewrite

Encourage each student to think of two or three main points or “big ideas”—subheadings that help explain the report’s big idea. Suggest that they cluster their notes around these ideas.

APPROACHING Have students organize their note cards into related piles. Then have them think of a main idea that is associated with each pile. Students will have an easier time writing an outline if they can organize their notes beforehand.

Teaching Note

Visual Aids Encourage students to use a variety of visuals in their reports. They may find maps, photographs, art, charts, reproductions of music, or other types of visuals in their sources. Challenge students to find ways to incorporate these into their reports. Provide students with examples.

Get Organized

Organize your information into an outline. Identify your topic and the overall point you will make. Then list the main points you want to make (I., II., III., and so on). If you have subtopics, you must include at least two under a main idea (A., B., C., and so on). See the Writing Handbook at the back of this book for more guidelines on making an outline.

In your outline, indicate the source number from your research chart that you will use to support each main point.

King Sundiata of Mali overcame hardships to succeed.

I. Background about his life

A. Son of West African king (source 1)

B.

Draft

Organize your ideas and add more details to your writing.

Get It on Paper

- Review your research information. Look at your outline.
- Begin with an interesting fact or quotation that draws the reader in. Connect it to a statement that makes your purpose clear.
- For each paragraph in your outline, write a topic sentence that supports your main idea. Then add the information from your research that supports the topic sentence.
- Show readers the source of your information by including a raised footnote number ⁽¹⁾ at the end of a sentence or quote. The note will appear at the bottom of the page. See the Writing Handbook at the back of this book for more guidelines on how to footnote.
- End your report by summarizing the main idea.
- Don’t worry about paragraphs, spelling, grammar, or punctuation right now.
- When you are finished, read what you have written. Include more information if you need to.

706 **UNIT 5** What Brings Out the Best in You?



Writing Practice



Attention Getters Remind students that an effective research report will grab a readers’ attention immediately in the opening paragraph. Provide students with an example of a poor attention-getter. Discuss the limitations of such an opening and the ways in which it could be improved. Then have students select from their notes two quotes and two facts that could serve as effective attention-getters in their reports.

Divide the class into small groups. Ask each group member to share his or her quote and fact selections with the others. Then have the group vote on which would make the most effective opening for each report. Ask the group members to give reasons for their decisions.

Develop Your Draft

1. Provide a focused **subject** for your paper.

In the beginning of the thirteenth century, a disabled boy was born near the kingdom of Kangba, West Africa. His name was Sundiata Keita, and he overcame his physical challenges to become the first king of Mali.

2. Include information from **multiple authoritative sources**. Give credit for sources in footnotes, numbered consecutively and placed at the end of a sentence or quote. Each footnote number should correspond to a numbered citation at the bottom of the page.

The legends about Sundiata's life are "the most cherished" of their stories.²

3. **Support** your statements with facts, details, and explanations.

Great obstacles stood in his way, however. Because Sundiata was physically challenged, he was only able to crawl.⁴

4. Present your information logically and conclude with a **summary**.

The story of Sundiata is a story of inner strength and dedication winning out over misfortune.

5. End with a **list of sources** on the bibliography page. Arrange the sources alphabetically by the author's last name or by the first word of the title if no author's name is given.

Bibliography

Koslow, Philip. Mali: Crossroads of Africa. New York: Chelsea, 1995.



Drafting Tip

Checklist While writing, check off each piece of information in your research chart as you use it to make sure you haven't missed any important details and that you haven't used the same information more than once.



Writing Workshop

Research Report

Teach

Draft

Remind students to keep the audience in mind as they draft their reports. Encourage them to picture one or two people from the audience as they write. Students should consider the following questions: What will these readers want to know? What might confuse them? What stories or anecdotes might hold their interest?

Teaching Note

Unfamiliar Terms Suggest that words and ideas that students find difficult will also challenge their classmates. Remind students to define or to explain unfamiliar terms or ideas in their reports. Provide them with an example and use a think-aloud model to help them in the process of adding definitions and explanations that will aid readers' understanding of their reports.

English Learners

DIFFERENTIATED INSTRUCTION



Intermediate If English Learners have difficulty expressing an idea in English, have them write it in their native languages first. Stress that, at this point in the writing process, organization of ideas is most important. After they have completed their first drafts have them go back and rewrite these sections in English.

Advanced Learners

DIFFERENTIATED INSTRUCTION



Quoted Material Challenge advanced learners to use a variety of strategies to introduce quoted material. For instance, have them include a stand-alone quote as well as imbedded phrases within their report. Model for students how to properly document and format all presentations of quoted material.

Research Report

Teach

Apply Good Writing Traits: Sentence Fluency

Students may say that the phrases *Sad and lonely as a child* and *Yet despite all the disappointments* make the sentences pleasing. The transitional words that connect the sentences smoothly are *Yet* and *Instead*.

APPROACHING You may want to have students work in pairs to add transitional phrases to their drafts. While one student reads his or her report aloud, the other student can stop the reading to suggest words or phrases that will make connections between sentences clearer.

TRY IT

Analyzing Cartoons Students may say that the question and answer format and the transitional words make the ideas in the cartoon flow smoothly.

TRY IT

Analyzing Cartoons

With a partner, discuss how Calvin's mother describes her meeting with his teacher. Why is the cartoon a good example of sentence fluency?



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Apply Good Writing Traits: Sentence Fluency

Because a research report conveys a great deal of information, writing with sentence fluency, or a smooth flow from sentence to sentence or from paragraph to paragraph, will help readers understand and enjoy your writing.

Read the sentences below from "Eleanor Roosevelt" by William Jay Jacobs. Are the sentences fluent? Which transitions—words or phrases that connect ideas—act as links from one sentence to another?

Sad and lonely as a child, Eleanor was called "Granny" by her mother because of her seriousness.

People teased her about her looks and called her the "ugly duckling."

Yet despite all of the disappointments, the bitterness, the misery she experienced, Eleanor Roosevelt refused to give up.

Instead she turned her unhappiness and pain to strength.

As you draft your essay, use transitional words and phrases such as *similarly*, *then*, *however*, *later*, *most important*, and *as a result* to make the connection between your sentences clear and to help your writing flow.

708 **UNIT 5** What Brings Out the Best in You?



Writing Practice

Transitions Chart Have students fold a piece of paper in half to create a two-column chart. Ask them to look in dictionaries and other reference sources to locate commonly used transitions and to write them in one column on the chart. Then, encourage students to use

each listed transition in an example sentence and write the sentence in the second column on the chart. Encourage students to keep the chart in a writing folder for use on other writing assignments.

Analyze a Student Model

In the beginning of the thirteenth century, a disabled boy was born near the kingdom of Kangba, West Africa. His name was Sundiata Keita, and he overcame physical challenges to become the first king of Mali.

Much of what is known about Sundiata comes from West African storytellers, or griots.¹ Like living history books, griots are an important source of information about Africa. The legends about Sundiata's life are "the most cherished" of their stories.²

According to the griot Djeli Mamoudou Kouyate, Sundiata was born to a king of the Mandingo people, who live in present-day Mali.³ At the boy's birth, a prediction was made that he would some day rise to greatness. Great obstacles stood in his way, however.

Because Sundiata was physically challenged, he was only able to crawl.⁴ As a result, people teased and made fun of him. He vowed to walk, however, and at seven years old, he took a heavy iron rod and "with trembling legs and a sweaty brow, he proceeded to lift himself up, bending the rod into a bow in the process."⁵

Sundiata went on to become an excellent hunter and warrior and a royal advisor. He later founded the Empire of Mali and served as its first ruler. As Kouyate reported, "he was greatly loved."⁶

The story of Sundiata is a story of inner strength and dedication winning out over misfortune. Insulted as a child, Sundiata became a king known by the highly honored title of "Lord Lion."⁷

¹ Phillip Koslow, *Mali: Crossroads of Africa* (New York: Chelsea, 1995).

Bibliography

Koslow, Philip. *Mali: Crossroads of Africa*. New York: Chelsea, 1995.

Focused Subject

This interesting fact grabs the reader's attention and makes it clear that the report is about Sundiata.

Sources

Use information from reliable sources to support your ideas. Document the sources in footnotes within the text and at the bottom of the page. Be sure to quote material precisely.

Support

Support the topic sentence of each paragraph with interesting details, facts, or explanations from your research.

Summary

Include a summary of the overall main idea of the report.

Bibliography

List complete information about your sources in alphabetical order. See the Writing Handbook at the back of this book for more guidelines on making footnotes and bibliographies.

Research Report

Teach

Analyze a Student Model

Review with students the previous page's information on transitional words and phrases. Then, have them list the transitional words and phrases in the student model report. Encourage students to comment on the effect of the transitions in the report. Have students focus on the introduction and the conclusion of the model. Point out that the first and the final paragraphs both state the main idea of the report.

English Learners

DIFFERENTIATED INSTRUCTION



Intermediate English Learners may find it difficult to analyze a student model that contains unfamiliar words. Before they read, have them look up the meanings of *vow*, *overcome*, *physically*, and *brow*. Encourage them to use a dictionary to look up other unfamiliar words in the student model as they read.

Intermediate English Learners may need to review the use of quotation marks. Students may recall that quotation marks are used in stories to show that someone is speaking. Point out that in the student essay, quotation marks are also used to show that words were taken directly from another source. Explain that any time you use someone else's words,

you have to place them within quotation marks and add a footnote to show where they were found.

Research Report

Teach

Revise

Explain that revising is not the same as proofreading. To revise, students should think about the organization and the flow of information in their reports. They should make sure that all of their main ideas are supported and that paragraphs and sentences are clearly written. Students should not worry about spelling problems or other small errors until the next step of the writing process.

APPROACHING If students are having difficulty revising, have them focus on one paragraph at a time. Remind them that each paragraph should have a clear main idea and enough supporting details to explain that idea.



Revising Tip

Documenting Sources Cite sources to give the origin of facts, opinions, or direct quotations, even if you summarize or paraphrase the information. See Media Literacy at the back of this book for help with knowing when to credit a source.

Revise

Now it's time to revise your draft so your ideas really shine. Revising is what makes good writing great, and great writing takes work!

Peer Review Trade drafts with a partner. Use the chart below to review your partner's draft by answering the questions in the *What to do* column. Talk about your peer review after you have glanced at each other's drafts and have written down the answers to the questions. Next, follow the suggestions in the *How to do it* column to revise your draft.

Revising Plan		
What to do	How to do it	Example
Can readers tell who your report is about?	State the subject of your report in the first paragraph.	In the beginning of the thirteenth century, a disabled boy was born in West Africa. His name was Sundiata Keita, and he overcame his physical challenges to become the first king of Mali.
Did you use multiple, dependable sources?	Evaluate your sources. Give credit to your sources in footnotes.	As Kouyata reported, "He was greatly loved."
Have you explained and supported your main points?	Add related details to support your statements.	He vowed to walk, however, and at seven years old, he did, took a heavy iron rod and "with trembling legs and a sweaty brow, he proceeded to lift himself up, bending the rod into a bow in the process."
Is your research organized sensibly?	Present information in an organized and predictable way.	Sundiata He later founded the Empire of Mali and served as its first ruler. Before that, he went on to become an excellent hunter and warrior and a royal advisor.
Will readers be able to locate the sources you used?	Include the author, name of the source, and publisher and date of publication or URL.	Koslow, Philip. Mali: Crossroads of Africa. New York: Chelsea, 1995.

710 UNIT 5 What Brings Out the Best in You?



Writing Practice



Peer Review Have students exchange reports with a partner for a peer review of the final paper. Partners should read each other's reports and write evaluations of them. Remind students that evaluations should include both positive feedback and constructive criticism. Student reviewers should answer the following questions in the written evaluation:

- Does the report have an interesting introduction?
- Are the main ideas clear?
- Does each main idea have supporting details?
- Does the conclusion sum up the main idea of the report?

Edit and Proofread

For your final draft, read your research report one sentence at a time. Use the proofreading symbols in the chart inside the back cover of this book to mark needed changes. Then make corrections.

Grammar Focus: Commas in Dates and Place Names

In reporting about a person's life, dates and places are important details. Use commas between days and years and between cities and states, states and countries, and countries and continents or regions. See the Writing Handbook at the back of this book for help with punctuating bibliography and footnote entries. Below are examples of problems with commas from the Workshop Model and their solutions.

Problem: Unfamiliar locations are confusing.

In the beginning of the thirteenth century, a disabled boy was born near the kingdom of Kangba West Africa.

Solution: Add a comma between the kingdom and the region.

In the beginning of the thirteenth century, a disabled boy was born near the kingdom of Kangba, West Africa.

Problem: Commas are missing from the bibliography entry.

Koslow Philip. Mali: Crossroads of Africa. New York: Chelsea 1995.

Solution: Separate the author's last name from the first name with a comma. Put a comma between the city of publication and the date of publication.

Koslow, Philip. Mali: Crossroads of Africa. New York: Chelsea, 1995.

Present

It's almost time to share your writing with others. Write your research report neatly in print or cursive on a separate sheet of paper. If you have access to a computer, type your research report on the computer and check spelling. Make sure to use appropriate formatting by applying the proper margins, spacing, and tabs. Save your document to a disk and print it out. Turn in your report to your teacher and share it with the rest of the class.

Grammar Tip

State Names In essays and reports, spell out state names. On envelopes and in charts, use the two-letter abbreviation for a state name. Examples: She was born in Dallas, Texas, in 1978.

Sara Ortiz
548 S. Leland St.
Dallas, TX 75246



Presenting Tip

Visuals To add interest to your research report, include photographs or illustrations of your subject and create a time line of the person's life, like "In Eleanor Roosevelt's Time" on pages 654–655.



Literature Online

Writing and Research For editing and publishing tools, go to glencoe.com and enter QuickPass code GL19756u5.

Research Report

Teach

Edit

Encourage students to read their drafts carefully, looking for words that might have been left out. Students should reread their drafts more than once, looking for a different kind of error each time. They should use a dictionary to verify any spellings about which they are uncertain.

Proofread

Tell students that one of the best ways to catch small errors is to read the report aloud, or, even better, listen to someone else read it to them. Have students work in pairs to read each other's reports aloud. Both the writer and the reader should stop whenever necessary to make corrections or to ask questions.

English Learners

DIFFERENTIATED INSTRUCTION



Intermediate Have English Learners read their reports aloud to a small group of peers. As group members listen, they should write down the main ideas of the report, as well as any questions they have about parts that

seem unclear. Afterward, students may ask for clarification or provide positive feedback to the reader.

Speaking, Listening, and Viewing Workshop

Oral Report

Focus

Students will plan, rehearse, and deliver an oral report and listen to and evaluate the reports of classmates.

Teach

Speaking Skills

Rehearsal Strategies Before giving their reports, students may find it helpful to record themselves rehearsing them. As students listen to or watch themselves, they can decide how to improve their presentations.

Listening Skills

Listen Actively As they listen to each report, have students take notes for a follow-up session in which they can pose questions to learn more about a topic from its presenter.



For Speaking, Listening, and Viewing rubric, see Unit 5 Teaching Resources, pp. 157–159.



For help with creating presentations, use Student Presentation Builder on StudentWorks Plus.

Learning Objectives

For page 712

In this workshop, you will focus on the following objectives:

Listening and Speaking: Delivering an oral report.

Listening to and evaluating a presentation.

Viewing and evaluating a presentation.

Presentation Checklist

Answer the following questions to evaluate your presentation.

- ☐ Did you speak clearly and precisely—and with a style that helped add interest to the information?
- ☐ Did you vary the tone, pace, and volume of your speaking to emphasize important information?
- ☐ Did you use gestures and visual aids to clarify your information?
- ☐ Did you make eye contact with your audience?

Literature Online

Speaking, Listening, and Viewing For project ideas, templates, and presentation tips, go to glencoe.com and enter QuickPass code GL19756u5.

Speaking, Listening, and Viewing Workshop

Oral Report

Activity

Connect to Your Writing Deliver an oral report to your classmates. You might want to adapt the research report you wrote for the Writing Workshop on pages 704–711. Remember that you focused on the Unit 5 Big Question: What brings out the best in you?

Plan Your Oral Report

Reread your research report and highlight the sections you want to include in your oral report. Just like your research report, your oral report should present well-researched information on a focused topic.

Rehearse Your Oral Report

Practice your oral report several times. Try rehearsing in front of a mirror where you can watch your movements and facial expressions. You may use note cards to remind you of your main points and information, but practice your oral report often enough that you won't lose eye contact with your audience.

Deliver Your Oral Report

- Speak clearly and precisely.
- Adjust your speaking style to add interest to the information you present.
- Change the tone, pace, and volume of your speaking to help emphasize important information in your oral report.
- Use gestures and visual aids to direct the audience's attention to important points and clarify your information.

Listening to Learn

Take notes as you listen to other oral reports to make sure you understand the topic. Use the following question frames to learn more about the topic from the speaker:

- I found this piece of information the most interesting: _____, because _____. What is the source of that information?
- Why did you choose to focus on this topic?
- To summarize the information in your oral report: _____. Is that correct?

712 UNIT 5 What Brings Out the Best in You?

Listening and Speaking Practice

VEPPS Write this acronym on the board: VEPPS. Tell students that this is a made-up word that will help them remember the key elements of oral presentation: **V**oice, **E**yes, **P**ace, **P**ause, and **S**mile. Briefly discuss how each of these elements can add to a person's presentation. For example, suggest that a smile or friendly expression catches the audience's attention

and builds its members' confidence in what is being presented. It also puts the speaker at ease. You may want to post this acronym and its component words in a place where students can see them while giving their oral reports.

Unit Challenge

Answer the Big Question

In Unit 5, you explored the Big Question through reading, writing, speaking, and listening. Now it's time for you to complete one of the Unit Challenges below with your answer to the Big Question.

WHAT Brings Out the Best in You?

Use the notes you took in your Unit 5 **Foldable** to complete the Unit Challenge of your choice.

Before you present your Unit Challenge, be sure it meets the requirements below. Use this first plan if you choose to interview yourself.

On Your Own Activity: Your Interview

- ☐ Write three or four questions that you think an interviewer would ask you about what brings out the best in you.
- ☐ Write answers to your questions.
- ☐ Write a final draft of your interview. Include questions, answers, and details in a logical order. Make sure your sentences are clear. Delete or combine sentences if necessary. Check your final draft for spelling and grammar, and post your interview in the classroom for others to read.

Use this second plan if you choose to work with a group to write an article for a teen magazine.

Group Activity: Magazine Article

- ☐ Brainstorm ideas about something you do well and what brings out your best.
- ☐ Write an article telling others how they can bring out their best in that same area.
- ☐ Write a final draft, making sure to use a logical sequence and clear sentences. Combine your article with other articles from the group to create an issue of your magazine.

Learning Objectives

For page 713

On this page, you will focus on the following objectives:

Reading: Connecting to personal experience.

Writing: Writing an autobiographical narrative.

Unit Challenge

Focus

Bellringer Options

Ask: In your mind, which of the characters we've read about in this unit stands out as someone who brought out the best in himself or herself? Why? Have volunteers share their answers with the class.

Teach

Teaching Note

Your Interview If students have trouble thinking of questions, encourage them to think of things they are good at or challenges they enjoy meeting. Encourage students to use the words *Who*, *What*, *When*, *Where*, *Why*, and *How* to develop their list of questions. Before students jot down their answers, have them review their questions to be sure that the idea of bringing out their best is covered.

Teaching Note

Magazine Article **Ask:** How can you use the advice you've given in your article to bring out the best in yourself? Suggest that students write down their answers or share them with a classmate.

UNIT CHALLENGE 713

Assess

Students' interviews will vary but should

- include three or four questions about what brings out their best
- have answers that are supported by details and examples
- have minimal errors in spelling and grammar

Students' magazine articles will vary but should

- focus on something students do best and on what makes them do their best
- explain to others how they can bring out their best in that area

Focus

Summary

The books suggested on these pages offer students the opportunity to read works of fiction and nonfiction that can enhance and extend their understanding of the unit's big question.

Teach

Teaching Note

Fiction Tell students that reading fictional accounts of people who have faced challenges can help them understand what brings out the best in them. Ask students to share a fictional story they have read that helped them use their inner strength or to put others first.

Political History

Declaration of Independence Explain to students that fighting between the American colonies and Great Britain began in 1775. At first the colonists were not interested in separating from Britain; they were fighting only for certain rights. But that changed with the signing of the Declaration of Independence. In it the colonies state their intention to be a separate nation altogether. Students can learn more about this change in the colonies' thinking in the novel *Johnny Tremain*.

Independent Reading

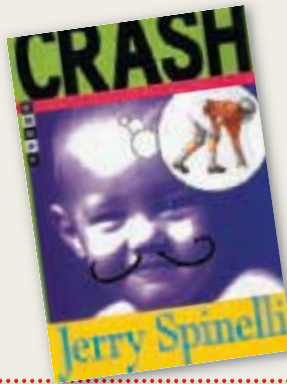
Fiction

To read more about the Big Question, choose one of these books from your school or local library.

Crash

by Jerry Spinelli

Seventh grader Crash Coogan is a bully. He's aggressive, mean, and smug, until an unlikely friendship makes him realize a thing or two about the way he treats others. Read Crash's story to find out what—and who—he comes to care about.



Cezanne Pinto

by Mary Stolz

In this fictional memoir, the main character escapes slavery in Virginia at the age of twelve. He travels to Canada via the Underground Railroad and eventually ends up in Texas. There he becomes a cowboy, finds a home, and begins a family of his own. This complex character's journeys take him both out on the road and deep inside himself.



Johnny Tremain

by Esther Forbes

A compelling historical drama, this book chronicles the events leading up to the 1776 signing of the Declaration of Independence. Read this classic story of a boy's journey to adulthood, and let history come to life.

Flip-Flop Girl

by Katherine Paterson

After her father dies, Vinnie and her family move to a small town to live with her grandmother. Things aren't going well when Vinnie makes a new friend at school—someone who is also an outsider. Read to find out how Vinnie's friendship helps her and her family get past their grief.



714 UNIT 5 What Brings Out the Best in You?



Writing Practice

Write a Review Ask: **How do you decide what books to read, what movies to see, or what television shows to watch?** (*Students may suggest looking at book covers or posters, seeing ads for them on TV, or hearing about them from friends.*) Tell students that one way to decide what to read or watch is to ask other people for their opinions. A *review* is a piece of writing in which a person gives an opinion of a book, movie, or show.

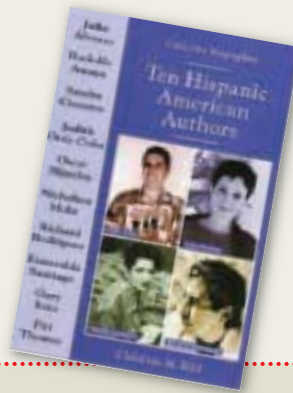
Have students choose one of the books suggested for independent reading and write a review of it. Although the review needs to include some references to the main plot elements, it should be more than a simple summary. The review should include the reader's opinion of the book, why others might want to read it, specific details of the book's plot, the reader's reactions to the book, and what the reader liked and did not like about it.

Nonfiction

Ten Hispanic American Authors

by Christine M. Hill

Read these short profiles to discover the literary influences and childhood experiences that shaped ten important authors, including Sandra Cisneros, Judith Ortiz Cofer, and Gary Soto.



Basketball Year: What It's Like to Be a Woman Pro

by Robin Roberts

Eight players from the Women's National Basketball Association discuss their jobs, their lives, and the elite level at which they compete. Read to learn more about how these amazing athletes have turned their passion into a paycheck—while having a ball.



Ellington Was Not a Street

by Ntozake Shange

Told as an illustrated poem, this account brings to life the language and music of a bygone era. Using biographical sketches of men such as Paul Robeson and Duke Ellington, *Ellington Was Not a Street* depicts an important part of African American history—and some of the great people who made it happen.



Keep a Reader Response Journal

Read one of these books, based on your own interest and/or a recommendation from a friend or a classmate. As you read, make frequent journal entries about what you found interesting, unexpected, challenging, or exciting in the book. Be sure to support your responses with specific examples from the text.

INDEPENDENT READING 715

English Learners

DIFFERENTIATED INSTRUCTION

Advanced Have English Learners form book discussion groups in which all of the members of the group read the same selection. The have the group decide when to get together and what chapters of the book they will discuss at each meeting. As students read independently and write notes in their reader

response journals, make sure that they record questions they have about the book as well as about passages that need clarification. When the discussion group meets, they can share their journal entries with each other, pose questions, and clarify difficult passages.

Teach

Writer's Craft

Explain to students that a *biography* is the story of a person's life. It is based on thorough research and includes details and facts about that person's life. An *autobiography* is a person's life story—or biography—written by that person. **Ask:** Can you tell whether the books listed on this page are biographies or autobiographies by reading the titles, viewing the covers, and reading the names of the authors? (Yes. If the name of the subject is also the name of the author, the book is an autobiography.)

Keep a Reader Response Journal

Students' journal entries should focus on their response to the reading of the books rather than to the content of the books. Have students write short summaries based on their journal entries about what they found exciting, interesting, unexpected, or challenging in the books they chose.

For access to all study guides for the Glencoe Literature Library, use the Literature Library Teacher Resources CD-ROM.

To customize reading lists from a database of more than 30,000 titles, use BookLink K-12 CD-ROM.

Assessment

Reading

Test-Taking Tips

Explain to students that this Assessment is intended to reinforce general test-taking strategies as well as to test the skills covered in Unit 5. First, students will be asked to read an excerpt from a fiction selection and answer comprehension and inference questions about it. Then they will be asked to answer questions about vocabulary, grammar, and language conventions and to write a persuasive essay.

Suggest to students that they may want to write notes to themselves about important pieces of information that they come upon as they read. Point out that in a real test situation, students can feel free to underline important ideas and make notes in the margins of the test. Those notes may help students answer difficult questions.

Sometimes students may need to combine information from different places in a passage to arrive at the answer to a question. Remind students to read the questions carefully so that they know exactly what they are looking for.



To customize assessments online, go to Progress Reporter Online Assessment.



To customize assessments using software, use ExamView Assessment Suite CD-ROM.

Assessment

Reading

Read the passage and answer the questions. Write your answers on a separate sheet of paper.

from “The Jacket” by Gary Soto

My clothes have failed me. I remember the green coat that I wore in fifth and sixth grades when you either danced like a champ or pressed yourself against a greasy wall, bitter as a penny toward the happy couples.

When I needed a new jacket and my mother asked what kind I wanted, I described something like bikers wear: black leather and silver studs with enough belts to hold down a small town. We were in the kitchen, steam on the windows from her cooking. She listened so long while stirring dinner that I thought she understood for sure the kind I wanted. The next day when I got home from school, I discovered draped on my bedpost a jacket the color of day-old guacamole. I threw my books on the bed and approached the jacket slowly, as if it were a stranger whose hand I had to shake. I touched the vinyl sleeve, the collar, and peeked at the mustard-colored lining.

From the kitchen mother yelled that my jacket was in the closet. I closed the door to her voice and pulled at the rack of clothes in the closet, hoping the jacket on the bedpost wasn't for me but my mean brother. No luck. I gave up. From my bed, I stared at the jacket. I wanted to cry because it was so ugly and so big that I knew I'd have to wear it a long time. I was a small kid, thin as a young tree, and it would be years before I'd have a new one. I stared at the jacket, like an enemy, thinking bad things before I took off my old jacket whose sleeves climbed halfway to my elbow.

I put the big jacket on.

I zipped it up and down several times, and rolled the cuffs up so they didn't cover my hands. I put my hands in the pockets and flapped the jacket like a bird's wings. I stood in front of the mirror, full face, then profile, and then looked over my shoulder as if someone had called me. I sat on the bed, stood against the bed, and combed my hair to see what I would look like doing something natural. I looked ugly. I threw it on my brother's bed and looked at it for a long time before I slipped it on and went out to the backyard, smiling a “thank you” to my mom as I passed

716 UNIT 5 What Brings Out the Best in You?

her in the kitchen. With my hands in my pockets I kicked a ball against the fence, and then climbed it to sit looking into the alley. I hurled orange peels at the mouth of an open garbage can and when the peels were gone I watched the white puffs of my breath thin to nothing.

I jumped down, hands in my pockets, and in the backyard on my knees I teased my dog, Brownie, by swooping my arms while making bird calls. He jumped at me and missed.

He jumped again and again, until a tooth sunk deep, ripping an L-shaped tear on my left sleeve. I pushed Brownie away to study the tear as I would a cut on my arm. There was no blood, only a few loose pieces of fuzz. Dumb dog, I thought, and pushed him away hard when he tried to bite again. I got up from my knees and went to my bedroom to sit with my jacket on my lap, with the lights out.

That was the first afternoon with my new jacket. The next day I wore it to sixth grade and got a D on a math quiz. During the morning recess Frankie T., the playground terrorist, pushed me to the ground and told me to stay there until recess was over. My best friend, Steve Negrete, ate an apple while looking at me, and the girls turned away to whisper on the monkey bars. The teachers were no help: they looked my way and talked about how foolish I looked in my new jacket. I saw their heads bob with laughter, their hands half-covering their mouths.

1. We can tell from this passage that the narrator lacked
 - A. intelligence.
 - B. self-confidence.
 - C. self-control.
 - D. imagination.
2. What characteristic of this passage identifies it as autobiographical?
 - A. It is realistic and believable.
 - B. It is about the writer's own life.
 - C. It contains more description than dialogue.
 - D. It reveals the main character's thoughts.

3. The narrator hates all of the following characteristics of the jacket *except*
 - A. how heavy it is.
 - B. the color of it.
 - C. its size.
 - D. what it's made of.
4. What does the green jacket represent to the narrator?
 - A. achievement
 - B. disloyalty
 - C. embarrassment
 - D. physical discomfort

ASSESSMENT 717

Assessment

Reading

from "The Jacket" by Gary Soto

1. B is the correct answer. The narrator identifies a best friend but has no interaction with him or anyone else; he implies that the jacket is to blame for his D in math; he doesn't defend himself against the bully; and he assumes that everyone is laughing at him.
2. B is the correct answer. To be autobiographical, the passage must be about the writer's own life; the other choices could describe writing that is not autobiographical.
3. A is the correct answer. The narrator finds fault with the jacket's color, material, and size but seems to appreciate the warmth its weight provides.
4. C is the correct answer. The jacket becomes a symbol of everything that makes the narrator feel insecure. His references to looking ugly in it and appearing foolish indicate that it represents embarrassment.

Assessment

5. B is the correct answer. This choice uses *as* to compare a kid to a tree.
6. D is the correct answer. The narrator's calling Frankie T. "the playground terrorist" suggests that this kind of bullying happens regularly.
7. C is the correct answer. The narrator's insecurity has affected his perceptions. It is likely that the teachers are discussing things that have nothing to do with the narrator and have not even noticed what he is wearing.
8. B is the correct answer. The narrator is looking back at his youth and seems to know that the jacket shouldn't have had such importance but did. He still resents the effect it had on him.
9. C is the correct answer. The narrator wants to be in an in-crowd, which could be (a) bikers who wear cool jackets or (b) anyone at school other than himself.
10. A is the correct answer. There is no hint of jealousy, humor, or excitement in the passage. The tone of sadness is set in the first line with the phrase "have failed me."
5. Which group of words contains a simile?
- A. "and peeked at the mustard-colored lining"
B. "I was a small kid, thin as a young tree"
C. "Frankie T., the playground terrorist"
D. "enough belts to hold down a small town"
6. Why doesn't the narrator complain when Frankie T. bullies him during recess?
- A. He is planning to get even with Frankie T. later.
B. He and Frankie T. are friends.
C. No one would believe him.
D. This sort of behavior is not unusual at his school.
7. Read this excerpt from the passage.
- The teachers were no help: they looked my way and talked about how foolish I looked in my new jacket. I saw their heads bob with laughter . . .**
- Based on the passage as a whole, what is the most likely explanation for what is happening in this scene?
- A. The narrator is behaving foolishly in the playground.
B. The teachers are feeling sorry for the narrator.
C. The teachers are talking about something else.
D. The teachers are making fun of the narrator.
8. With which statement would the author of this selection most likely agree?
- A. It is foolish to worry about what other people think.
B. Something that others might think is unimportant can have painful effects.
C. Parents always know what is best for their children.
D. A friend who won't stand up for you is no friend at all.
9. Throughout this passage, the narrator is aware of the differences between
- A. grown-ups and children.
B. good teaching and bad teaching.
C. the in-crowd and the losers.
D. school and home.
10. The author's tone can best be described as
- A. sad.
B. jealous.
C. excited.
D. humorous.



Literature Online

Assessment For additional test practice, go to glencoe.com and enter QuickPass code GL19756u5.

Vocabulary Skills

On a separate sheet of paper, write the numbers 1–14. Next to each number, write the letter of the word or phrase that is closest in meaning to the underlined word.

1. dismal weather
A. changeable C. hot
B. terrible D. sunny
2. a distinguished writer
A. highly regarded C. mysterious
B. penniless D. little known
3. prospered in business
A. started off C. did well
B. remained D. failed
4. wreckage of an airplane
A. path C. design
B. length D. ruins
5. indifference for the victims
A. worry C. lack of care
B. generosity D. comfort
6. the city's slums
A. poor areas C. people
B. parklands D. factories
7. pouting in her room
A. being silly C. snoozing
B. being moody D. laughing
8. recognition for her services
A. nothing C. praise
B. criticism D. payment
9. a leisurely afternoon
A. rushed C. refreshing
B. royal D. relaxing
10. discarded newspapers
A. dirty C. spread-out
B. scrapped D. unread
11. chaos at the airport
A. safety C. confusion
B. danger D. delay
12. effective treatments
A. helpful C. expensive
B. unusual D. risky
13. to relish an argument
A. win C. get involved in
B. learn from D. take delight in
14. weird stories
A. long C. ordinary
B. not natural D. amusing

ASSESSMENT 719

Assessment

Vocabulary Skills

1. B
2. A
3. C
4. D
5. C
6. A
7. B
8. C
9. D
10. B
11. C
12. A
13. D
14. B

Assessment

Writing Strategies

1. A
2. B
3. D
4. A
5. B

Writing Strategies

Read the paragraph below. Choose the words that correctly complete questions 1–3. Then answer questions 4 and 5. Write your answers on a separate sheet of paper.

(1) A few weeks ago, my dad noticed that we watch a lot of TV. (2) He made some new rules. (3) Either we could watch less television or he would get rid of the set. (4) We argued. (5) We begged. (6) His decision, however, was definite. (7) Guess who's watching less TV these days?

1. Which word could best be used to join sentences 1 and 2?
A. so C. because
B. but D. or
2. Which word could best be used to join sentences 4 and 5?
A. or C. because
B. and D. but
3. Which is the correct way to write the underlined word in sentence 6?
A. defanite C. defunite
B. defenite D. definite
4. In which sentence below is all capitalization correct?
A. I enjoyed the story "To Love and to Honor."
B. I enjoyed the story "to Love and to Honor."
C. I enjoyed the story "To Love and To Honor."
D. I enjoyed the story "To Love And To Honor."
5. In which sentence below is the word *before* a subordinating conjunction?
A. Shall we eat before noon?
B. Shall we eat before I have to leave?
C. Shall we eat before or after the meeting?
D. Shall we eat where we did before?

Writing Product

Read the prompt in the box below and follow the “Directions for Writing.” Use one piece of paper to jot down ideas and organize your thoughts. Then neatly write your essay on another sheet. You may not use a dictionary or other reference materials.

Writing Situation:

Your principal wants to make new rules that will reduce the amount of bullying at your school.

Directions for Writing:

Think about a rule that might help reduce bullying. Then write to persuade your principal that your idea is a good one.

Keep these hints in mind when you write.

- Concentrate on what the prompt tells you to write.
- Organize the way you will present your ideas.
- Provide good, clear support for your ideas.
- Use different kinds of sentence structures.
- Use precise words that express your ideas clearly.
- Check your essay for mistakes in spelling, grammar, and punctuation.

Assessment

Writing Product

Evaluate the essay for the following:

- a clear explanation of the new rule;
- a clear position on the proposal;
- support for the position with organized and relevant evidence;
- anticipation and addressing of concerns and counterarguments;
- correct use of grammar, punctuation, and spelling conventions.



For more end-of-unit assessment, see Assessment Resources, pp. 171–172.

UNIT SIX

Skills Scope and Sequence

Readability Scores Key: **Dale-Chall**/**DRP**/**Lexile**

PART 1: Loyalty and Understanding

Selections and Features	Literary Elements
BQ Focus Madam C. J. Walker , by Jim Haskins pp. 724–732	Point of View TE p. 726
Radio Play Damon and Pythias , by Fan Kissen pp. 734–745	Dialogue SE p. 735 Characterization TE pp. 736, 738 Drama TE p. 740 Plot (review) SE p. 745
Short Story The Bracelet , by Yoshiko Uchida 4.7/51/830 pp. 746–756	Conflict SE p. 747 Narrator TE p. 750
Cultural Perspective Executive Order No. 9066 from I Am an American: A True Story of Japanese Internment , by Jerry Stanley 9.2/67/1170 pp. 757–760	
Vocabulary Workshop p. 761	
Drama from Brighton Beach Memoirs , by Neil Simon pp. 762–770	Stage Directions SE p. 763 Dialogue (review) TE p. 769

PART 2: Knowledge and Wisdom

Selections and Features	Literary Elements
Informational Text TIME: Best of Buddies , by Kevin Gray and Cindy Dampier 7.6/60/930 pp. 772–774	
Play The Phantom Tollbooth, Act One , by Susan Nanus pp. 775–801	Act and Scene SE p. 776 Metaphor TE p. 778 Wordplay and Puns TE p. 792 Alliteration TE p. 794 Mood TE p. 796 Stage Directions (review) SE p. 800

Reading Skills and Strategies	Vocabulary	Writing	Speaking, Listening, and Viewing
		Grammar	
		Write a Research Report TE p. 730 Write a Response to Literature SE p. 732	Discussion TE p. 728 Oral Report TE p. 732
Analyze Diction SE p. 735 Visualize TE p. 742	Word Usage SE p. 744 Academic Vocabulary SE p. 744	Pronouns and Antecedents TE p. 742 Subject-Verb Agreement SE p. 745	Persuasive Speech TE p. 738 Literature Group SE p. 745
Make Generalizations About Characters SE p. 747	Word Usage SE p. 756	Write a Research Report TE p. 748	Discussion TE p. 752 Write a Persuasive Essay SE p. 756
Recognize Author's Purpose SE p. 757		Write a Letter TE p. 758 Write a Summary SE p. 760	
	Word Origins SE p. 761		
Identify Cause-and-Effect Relationships SE p. 763 Analyze TE p. 764 Evaluate Character and Plot TE p. 766 Connect to Personal Experience TE p. 766	Synonyms and Antonyms SE p. 769 Academic Vocabulary SE p. 769	Write a Review SE p. 770	Performance TE p. 764 Discussion SE p. 768

Reading Skills and Strategies	Vocabulary	Writing	Speaking, Listening, and Viewing
		Grammar	
Distinguish Fact and Opinion SE p. 772 Preview SE p. 772		Write a Summary SE p. 774	
Paraphrase SE p. 776 Preview TE p. 776 Interpret TE pp. 776, 788	Word Meanings TE p. 786 Synonyms SE p. 800 Academic Vocabulary SE p. 800	Write a Research Report TE p. 782 Write a Reflective Essay TE p. 784 Parts of Speech TE p. 786 Write New Words TE p. 790 Write a Literary Analysis TE p. 798 Write an Expository Essay SE p. 801	Performance TE p. 780 Discussion SE p. 799

UNIT SIX

Selections and Features	Literary Elements
Genre Focus pp. 802–803	Drama SE p. 802 Character TE p. 802 Stage Directions TE p. 802 Plot TE p. 803
Poems A Time to Talk , by Robert Frost and Silence , by Paul Laurence Dunbar pp. 804–807	Alliteration and Assonance SE p. 804
Myth The Golden Touch , by Mary Pope Osborne 5.2/47/760 pp. 808–814	Irony SE p. 809 Predict TE p. 810
Comparing Literature Zlateh the Goat , by Isaac Bashevis Singer (short story) and The Boy Who Lived with the Bears , by Joseph Bruchac (folktale) 5.5/51/810 and 4.8/49/690 pp. 815–831	Style SE p. 815 Resolution TE p. 822 Point of View TE p. 828 Theme TE p. 828
Writing Workshop pp. 832–837	
Speaking, Listening, and Viewing Workshop p. 838	
Unit Challenge p. 839	
Independent Reading pp. 840–841	
Assessment pp. 842–847	

Reading Skills and Strategies	Vocabulary	Writing	Speaking, Listening, and Viewing
		Grammar	
		Create a Plot Diagram SE p. 803 Create a Characterization Chart SE p. 803	
Paraphrase SE p. 807	Connotation TE p. 806	Write a Stanza SE p. 807	Oral Interpretation TE p. 806
Interpret Author's Meaning SE p. 809		Write a Fable TE p. 812 Write a Summary SE p. 814	
Compare and Contrast SE p. 815 Connect to Personal Experience TE pp. 816, 826 Visualize TE p. 816 Analyze TE pp. 820, 826		Write a Story TE p. 818 Write a Research Report TE p. 822 Adjectives TE p. 824 Write a Comparison-Contrast Essay SE p. 831	Performance TE p. 820 Discussion SE p. 831
		Prewrite SE p. 832 Draft SE p. 833 Write a Reflective Essay TE p. 834 Revise SE p. 836 Transitions TE p. 836 Write an Expository Essay SE p. 837 Appositives SE p. 837	
		Note Taking SE p. 838	Discussion SE p. 838
		Write a Slogan SE p. 839 Write a Script SE p. 839	Discussion SE p. 839 Performance SE p. 839
Preview TE p. 840 Connect to Literature TE p. 840		Create a Book Cover SE p. 841	
		Write a Response to Literature SE p. 847	

Focus

Bellringer Options



Literature Launchers: Pre-Reading Videos DVD, Unit 6 Launcher

Or say: To plan a trip, you need to decide on a destination. Similarly, you need to set a goal before you can achieve it. **Ask:** Name some of your goals? Do you consider them worthwhile? List and discuss responses.



For School-to-Home Activities, see Unit 6 Teaching Resources, pp. 5–11.



For independent novel study, see Novel Companion pp. 227–270.

View the Photograph

Ask: What does the picture show? (people working in a neighborhood garden) **Ask:** What do you think their goal is? (to grow food that is fresh and healthful) **Ask:** Do you consider it worthwhile? Discuss responses.

WHAT Are Worthwhile Goals?



722

Unit Objectives

Literary Elements

- Analyzing dialogue
- Analyzing conflict
- Analyzing stage directions
- Analyzing act and scene
- Analyzing alliteration and assonance
- Analyzing irony

Reading Skills and Strategies

- Analyzing diction
- Making generalizations about characters
- Identifying cause-and-effect relationships
- Paraphrasing
- Interpreting author's meaning

Writing

- Writing an expository essay

Grammar

- Understanding subject/verb agreement.

Vocabulary

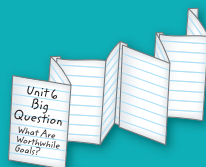
- Word Origins

THE BIG Question

*“A goal is a dream
that has an ending.”*

—DUKE ELLINGTON

FOLDABLES
Study Organizer



Throughout Unit 6, you will read, write, and talk about the **BIG Question**—“**What Are Worthwhile Goals?**” Use your Unit 6 **Foldable**, shown here, to keep track of your ideas as you read. Turn to the back of this book for instructions on making this **Foldable**.

723

Focus

Summary

Sarah Breedlove, also known as Madam C. J. Walker, was the first American woman to earn a million dollars. After becoming a widowed single mother at age twenty, Breedlove created a special hair product for African Americans. Initially, because stores in the South were segregated, she sold the product through unconventional means. She relied on churches and other members of the African American community to help sell her product. Eventually, she hired women to sell her hair product door-to-door.

About the Quote

Jazz musician Duke Ellington provides his definition of a goal by comparing it to a dream. A dream is something we wish we could accomplish, such as becoming a famous singer or a professional athlete. A goal is also something we wish to accomplish, but unlike a dream that vanishes, a goal is something we can achieve. Goals turn our dreams into reality.

For diagnostic assessment, see Assessment Resources, pp. 27–32.

For Foldable pattern, see Unit 6 Teaching Resources, pp. 3–4.

Unit Resources

Print

- Student and Teacher Editions, pp. 722–847
- Unit 6 Teaching Resources, pp. 1–157
- Literary and Text Analysis Transparencies 1, 2, 14, 17, 35, 63, 64
- Bellringer Transparencies: Selection Focus 16, 17, 18
- Interactive Read and Write (On Level, Approaching, EL), pp. 265–323
- Novel Companion, pp. 227–270
- Assessment Resources, pp. 27–32, 149–162, 173–174

Technology

- TeacherWorks Plus CD-ROM
- StudentWorks Plus
- Literature Launchers Pre-Reading Videos DVD, Unit 6
- Literature Online www.glencoe.com
- Progress Reporter Online Assessment
- ExamView Assessment Suite CD-ROM
- Glencoe Interactive Vocabulary CD-ROM
- Listening Library Audio CD
- Classroom Presentation Toolkit CD-ROM
- Literature Library Teacher Resources CD-ROM
- BookLink CD-ROM
- Skill Level Up CD-ROM

Focus

Why Is It Important?

The Big Question in this unit asks students to consider what kinds of goals are worthwhile. Have students write a bulleted list of the qualities they value in people and aim to embody themselves, such as loyalty, kindness, or wisdom. Have volunteers share their answers. Then have a class discussion about how they decided that these qualities are worthwhile ones to pursue.

Teach

What You'll Read

In this unit, students ask themselves, "What Are Worthwhile Goals?" Reading plays and other works will help students answer this question. They will see that many people have sought goals such as loyalty, understanding, knowledge, and wisdom. As students recognize various ways of attaining and displaying these goals, they will find it easier to make connections to their own experiences.

What You'll Write

As they read the selections in this unit, students will take notes in their Unit 6 Foldables. At the end of the unit, they will use these notes as they write an expository essay and either a bumper sticker or a dramatic scene that is related to the Big Question.

WHAT Are Worthwhile Goals?

Everyone has dreams. One person's dream might be to create a community garden in the middle of a city. Another person's dream might be to study medicine and help others. Have you ever set goals to achieve a dream? How do you know which goals are worthwhile? Explore how you can identify and set worthwhile goals.

Think about some worthwhile goals:

- Loyalty and Understanding
- Knowledge and Wisdom

What You'll Read

In this unit, you'll focus on reading **drama**, which is a work of literature written to be performed by actors in front of an audience. By reading drama, you share in the characters' discoveries about themselves, the world, and life. Drama and other types of writing in this unit can lead you to discover answers to the Big Question.

What You'll Write

As you explore the Big Question, you'll write notes in your Unit 6 **Foldable**. Later you'll use these notes to complete two writing assignments related to the Big Question.

1. **Write an Expository Essay**
2. **Choose a Unit Challenge**
 - **On Your Own Activity: Bumper Stickers**
 - **Group Activity: Worthwhile Goals Play**

What You'll Learn

Literary Elements

dialogue
conflict
stage directions
act and scene
alliteration and assonance
irony

Reading Skills and Strategies

analyze diction
make generalizations about characters
identify cause-and-effect relationships
paraphrase
interpret author's meaning

What You'll Learn

The **Literary Elements** and the **Reading Skills and Strategies** in this unit have been selected because they are particularly helpful in reading the featured

genre—drama. Each selection provides opportunities for students to become familiar with the literary elements and practice and develop the reading skills and strategies.

Teach

Set a Purpose for Reading

Explain to students that a drama is a work of literature that is performed for an audience. Elements of drama, like fiction, include character, setting, theme, and plot. Reading dramas is an effective way to learn about the goals that characters in a variety of situations have chosen to pursue and why and how they pursued them. In this selection, which is a biography, students will read about Madam C.J. Walker, who was the first American woman to earn a million dollars. Have students pay attention to the short-term goals that eventually led to Walker's great fortune. How did each goal help her achieve success?

BQ BIG Question | 1

An education would be a way to a better and independent life.

Explore the BIG Question

Madam C. J. Walker

Jim Haskins

Madam C. J. Walker was the first American woman to earn a million dollars. There were American women millionaires before her time, but they had inherited their wealth, either from their husbands or from their families. Madam Walker was the first woman to earn her fortune by setting up her own business and proving that women could be financially independent of men. The company she started in the 1900s is still in operation today.

Madam C. J. Walker was born Sarah Breedlove on December 23, 1867. She grew up in the South under very racist conditions. Her parents, Owen and Minerva Breedlove, had been slaves until President Abraham Lincoln's Emancipation Proclamation and the Union victory in the Civil War had freed the slaves.

After the war, few provisions¹ were made to help former slaves become independent. They did not receive money to help them get started in their new lives. They were uneducated, they had few skills except the ability to grow crops, and many were unaware of what freedom meant. Like the majority of former slaves, the Breedloves remained on the Burney family plantation in Delta, Louisiana. They had little choice but to stay on the same land where they had been slaves, only now they were sharecroppers.²

¹ Here, **provisions** (prə vīzh' ənz) are arrangements made for the future.

² **Sharecroppers** are farmers who live and work on someone's land in return for a share of the crops.

Set a Purpose for Reading

Read this biography to discover the goals Madam C. J. Walker set for herself and how they helped her achieve success.

1

BQ BIG Question

Why would an education be a worthwhile goal for a former slave?

Madam C. J. Walker EXPLORE THE BIG QUESTION 725

Approaching Level

DIFFERENTIATED INSTRUCTION

Established Say: Think of some successful businesses you know of. Have students name some successful businesses and list them on the board. **Ask:** What do you think it takes to start and run a successful business? (Students may identify qualities

such as being a self-starter, working hard, developing a sellable product, providing good service, or having a good reputation.) Write students' answers on the board and tell them to look for these qualities as they read about Madam C.J. Walker.

Advanced Learners

DIFFERENTIATED INSTRUCTION

Gender Ask: Are the qualities necessary for success the same for both men and women? (Responses will vary based on how much discrimination students believe women face. Have them support their points with evidence.)

Teach

BQ BIG Question 1

Her firsthand experience of bad conditions for African Americans may have influenced her to find a way to overcome injustices and unfairness.

Teaching Note

Sequence-of-Events Order Draw a sequence-of-events chart on the board. Work with the class to fill in the chart with the events of Sarah Breedlove's life on pages 722–723. Write in the first box, "At six, Sarah began working in the cotton fields." End the chart with, "Sarah's hair began falling out." Have students identify the main events in between.

The Breedloves sharecropped cotton. Like her brothers and sisters, Sarah was working in the cotton fields by the time she was six. By the time she was eleven, both her parents were dead, and she moved in with her older sister, Louvenia. A few years later, they moved across the river to Vicksburg, Mississippi.

1

Sarah married a man named McWilliams to get away from her sister's household. At that time, conditions in the South for blacks were **actually worse than they had been during slavery**. This was the time when Jim Crow laws were passed, segregating³ southern blacks from whites in nearly every area of life. It was the time when white supremacy groups like the Ku Klux Klan achieved their greatest power, and lynchings⁴ of blacks were common.

Sarah and her husband lived with the terror of being black as best they could. In 1885 their daughter, Lelia, was born, and her parents dreamed of making a better life for their little girl. Then, when Lelia was two, McWilliams was killed by a lynch mob.⁵

Sarah was a widow at the age of twenty, and the sole support of a two-year-old daughter. She took in laundry to earn a living and was determined to leave the South. With Lelia, she made her way up the Mississippi River and settled in St. Louis, where she worked fourteen hours a day doing other people's laundry. She enrolled Lelia in the St. Louis public schools and was pleased that her daughter would get the education that had been denied to her. But she wanted more for her daughter and for herself.

Not long after they moved to St. Louis, Sarah McWilliams realized that her hair was falling out. She did not know why, but it is likely that the practice of braiding her hair too tightly was part of the cause. At the time, few hair-care products were available for black

BQ BIG Question

How could this fact have influenced Sarah's goals?

³ **Segregating** means "separating or setting apart."

⁴ **Lynchings** are acts by a mob of putting to death, usually by hanging, without a trial or other due process of law.

⁵ **McWilliams . . . mob.** No documentation actually proves that he died this way.

Literary Skills Practice



Point of View Help students distinguish between first- and third-person point of view:

- **first person:** The narrator is involved in and is part of the story. The narrator will frequently use the words *I* or *we*. Autobiography is told from the first-person point of view.

- **third person:** The narrator is not part of the story. The narrator does not use *I* to describe the events of the story. Biography is told from the third-person point of view.

Discuss with students how the point of view of this selection would be different if it were an autobiography.

Teach

BQ BIG Question 2

She uproots herself from her own home in order to help her widowed sister-in-law.

BQ BIG Question 3

Knowing the kind of products her customers wanted would help her decide what kind of goals to set in order to meet their needs.

women. For years she tried every hair-care product available. But nothing worked.

Then one night she had a dream. As she told the story many years later, in her dream “a black man appeared to me and told me what to mix up for my hair. Some of the remedy was grown in Africa, but I sent for it, mixed it, put it on my scalp, and in a few weeks my hair was coming in faster than it had ever fallen out.” Sarah never publicly revealed the formula of her mixture.

Sarah’s friends remarked on what a full and healthy head of hair she had, and she gave some of her mixture to them. It worked on them, too, so she decided to sell it. She later said that she started her “Hair Grower” business with an investment of \$1.50.

She had not been in business long when she received word that a brother who lived in Denver, Colorado, had died, leaving a wife and daughters. Sarah decided to go to Denver to live with her sister-in-law and nieces.

In Denver, Sarah began to sell her special haircare product and did well. But she realized she needed to advertise to get more customers. Six months after arriving in Denver, she married C. J. Walker, a newspaperman who knew a lot about selling by mail order. With his help, she began to advertise her product, first in black newspapers across the state and later in black newspapers nationwide, and to make more money.

But soon her marriage was in trouble. As Sarah Walker later said of her husband, “I had business disagreement with him, for when we began to make ten dollars a day, he thought that amount was enough and that I should be satisfied. But I was convinced that my hair preparations would fill a longfelt want, and when we found it impossible to agree, due to his narrowness of vision, I embarked in business for myself.”



Wonderful Hair Grower was the most popular product made by Madam Walker’s company. It was first sold in 1906.

2 BQ BIG Question

How does this action show Sarah’s loyalty to her family?

3 BQ BIG Question

How could understanding what her customers want help Sarah Walker set goals?

Madam C. J. Walker EXPLORE THE BIG QUESTION 727

Advanced Learners

DIFFERENTIATED INSTRUCTION



Historical Context Divide students into small groups. Have groups record what they know about the Jim Crow laws, the South after slavery, and sharecropping. Ask each group to write three unanswered questions about these topics. Then have groups exchange questions. Allow students to use classroom and library resources to answer the questions. When groups finish, lead a class discussion

about these topics and how they affected Madam Walker and other blacks at the time.

UNIT SIX

Teach

BQ BIG Question 1

She knows she needs to find creative ways to reach her customers because traditional outlets are not available to her.

BQ BIG Question 2

She is humble enough to seek answers to things she doesn't know or understand, and she wants to keep learning.

Teaching Note

Prefixes Write the adjective *possible* on the board. Then write *im-* in front of it. **Ask:** How does adding *im-* change the meaning of *possible*? (*It turns it into the opposite.*) Have students practice adding *im-* to words such as *mature*, *mobile*, *perfect*, *personal*, and *polite*. Ask students to think of other prefixes that change words into their opposites, such as *un-*, *in-*, and *ir-*.

In addition to helping her learn about advertising, her marriage gave Sarah Breedlove McWilliams Walker the name she would use for the rest of her life—Madam C. J. Walker. The “Madam” part was an affectation,⁶ but Sarah liked the way it sounded. She thought it would be good for her business. By 1906 her business was so well that she was able to stop doing laundry for a living and devote all her time to her hair-care company.

Madam Walker was very proud of being a woman, and she was convinced that she could make it in the business world without the help of men. Almost from the start she determined that her business would be run by women. In 1906 she put her twenty-one-year-old daughter, Lelia, in charge of her growing mail-order business.

Madam Walker realized that the normal outlets for her products—white department stores and pharmacies—were not open to her. These stores would not stock black products because they did not want black customers. In addition to advertising, mostly in black newspapers, Madam Walker had to depend on the institutions in the black communities, the black churches, and the black women's clubs.

Madam Walker's lectures on hair culture were widely attended. She was an excellent speaker and a commanding woman, nearly six feet tall, who was always beautifully dressed and coiffed.⁷ She made a lasting impression wherever she went.

Although she lacked the formal education that most of these women had, Madam Walker never felt ashamed of her shortcomings⁸ in that area. She taught herself as much as she could and was not afraid to ask someone to define a word she did not know or explain something she did not understand.

⁶ An **affectation** (af'ek tā'shən) is an artificial way of acting, usually to impress someone.

⁷ **Coiffed** (koift) means “styled,” especially hair.

⁸ **Shortcomings** are deficiencies or faults.

BQ BIG Question

How does Madam Walker's knowledge of society at this time affect her goals?

BQ BIG Question

How does this show Madam Walker's wisdom?

728 UNIT 6 What Are Worthwhile Goals?

Speaking Practice

Give Advice Encourage students to discuss the fact that people deal with situations more effectively when they have input and support from people they know and trust. Have small groups create a three-column chart to outline plans for dealing with a situation or decision they may have to face, such as starting in a new school or helping a friend in need.

Situation	Issues	Consultants

Teach

BQ BIG Question | 3

Madam Walker realizes that sharing information and improving the lives of other black women will increase her own success. They will be her future customers or employees and loyal to her company.

View the Photograph

Say: Photographs can be primary sources, or first-hand information, about the past. Historians study photographs for clues about how people lived and thought. What details in the photograph might provide clues about Madam Walker's life and personality? (Possible responses: beauty supply store and beauty school in the background; Madam Walker's name on the sign; women wearing caps and gowns)

Ask: What conclusions could be drawn from these details? (Possible responses: Madam Walker owned and ran the beauty school and supply store; Madam Walker valued education)

(The photograph suggests that the women are very proud of their graduation. They are dressed and posed formally.)

Madam Walker also wanted black women to go into business. Why should they toil over hot laundry tubs and clean white people's houses when they could be in business for themselves? Helping other black women also helped the Walker Company, and with this goal in mind Madam Walker recruited⁹ and trained scores of women to use and sell Walker products. Many of them set up salons in their own homes. Others traveled door-to-door selling Walker products and demonstrating the Walker System. Madam Walker insisted that her agents sign contracts promising to abide by her strict standards of personal hygiene¹⁰—long before various states passed similar laws for workers in the cosmetics field. By 1910 the Walker Company had trained around 5,000 black female agents, not just in the United States but in

⁹ **Recruited** means "hired or obtained the services of."

¹⁰ **Hygiene** (hi'jēn) is a term for practices leading to good health.

3

BQ BIG Question

What makes this a worthwhile goal?

View the Photograph In what ways does this photograph show how these women felt about graduating from beauty school?

1939 graduates of the St. Louis Walker Beauty School.



Madam C. J. Walker EXPLORE THE BIG QUESTION 729

English Learners

DIFFERENTIATED INSTRUCTION

Beginning Tell students that quotations from Sarah Walker contain some words that are not often used today. One example is *longfelt*. Breaking the word into two parts—*long* and *felt*—makes it easier to understand. In this case, the word means "continuing," or "felt for a long time."

Intermediate Work with students to identify key phrases, such as *impossible to agree* and *narrowness of vision*. Ask students to state the meaning of each phrase. Work with students to paraphrase Walker's entire quotation.

Language History

Language From the Past Tell students that quotations from Sarah Walker contain some words that are not often used today. One example is *longfelt*. Breaking the word into two parts—*long* and *felt*—makes it easier to understand. In this case, the word means *continuing*.

UNIT SIX

Teach

Teaching Note

Say: The narrator describes the discrimination Madam Walker faced. Is this description objective or biased? (Possible response: The author gives historical facts and avoids judgmental words such as prejudiced or mean.) **Ask:** Why do you think the author lets readers draw their own conclusions? (Possible response: to keep the focus on Madam Walker instead of on a controversial issue)

View the Art

Ask: What does the advertisement shown on this page tell you about Madam Walker's success? (Possible response: The fact that the ad was shown in newspapers around the country indicates that her company was very successful.)

Advertisements like this were placed in newspapers around the country.

England, France, Italy, and the West Indies. The company itself was taking in \$1,000 a day, seven days a week.

That same year, Madam Walker's travels took her to Indianapolis, Indiana, a city that impressed her so much that she decided to move her headquarters there.

Madam Walker did not have much of a private life. She spent her time thinking of new ways to increase her business. The friends she had were people who could help her.

By 1917 the years of traveling and overwork began to take their toll on her. She developed high blood pressure, and in 1918 her doctors warned her that she had to slow down. She died quietly of kidney failure resulting from hypertension in May 1919.

In her will, Madam Walker left the bulk of her estate and the business to her daughter, Lelia. But she also provided generously for a variety of educational

sure to reflect a difference . . .

Glossine!

Tired of "more words in an ad"? Then come face to face with the one PROVEN FACT of hair beauty. There's one light-bodied pressing oil and dressing which really does give your hair new radiance and natural lustre, new brilliance and life, new softness and richness—and keeps it longer with lots longer-lasting softness. And that's ONLY GLOSSINE!

AT ALL THE GREAT STORES AND VALUES EVERYWHERE—
BE SURE TO GET IT

Mrs. C. J. WALKER MFG. CO., Department E-7
INDIANAPOLIS 1, INDIANA

Mrs. C.J. Walker
1868-1919
THE GREATEST, DARKEST NAME IN
Cosmetics
FOR 50 YEARS!

FOR PERFECT HAIR ATTENTION
DON'T FORGET YOUR
NEAREST WALKER BREAD-CRUMBS

Only
35¢
Plus Tax

730 UNIT 6 What Are Worthwhile Goals?

Research Practice

Internet Research Madam Walker built her own career around her hair-care products. Lead a discussion with students about what it is like to own one's own business. Have students think about the responsibilities that would come with such a situation. Then ask students to identify

careers they might like and how they might become their own bosses. Have students use the Internet to learn what is necessary to start up such businesses.

Teach

BQ BIG Question | 1

Students may say she set worthwhile goals and worked hard to achieve success. She wanted to give her daughter a better life, to succeed in her business, and to help black women gain more independence.

institutions run by black women. She established a trust fund for an industrial and mission school in West Africa and provided bequests¹¹ to Negro orphanages, old people's homes, and Negro YWCA branches. In addition, she made bequests to many friends and employees.

Also in her will, Madam Walker insisted that the Madam C. J. Walker Company always be headed by a woman, and her wishes were carried out. Her daughter became president of the company after her death and presided at the dedication of the new company headquarters in Indianapolis in 1927, fulfilling a long-held dream of her mother's. 🏡

¹¹ **Bequests** (bi kwests') are things handed down or passed on.

In 1917 Madam Walker moved into this mansion in a wealthy suburb of New York and lived there until her death in 1919. The house had more than thirty rooms and was decorated with valuable statues, tapestries, and paintings.

1

BQ BIG Question

How did Madam Walker fulfill her dreams?



Madam C. J. Walker EXPLORE THE BIG QUESTION 731

Approaching Level

DIFFERENTIATED INSTRUCTION



Established Explain that when Madam Walker developed her hair growth formula, she did more than solve a personal problem. She built a business and used some of the profits to help her community. Tell students that the word *legacy* means “something handed down from the past.” Ask students to identify the legacy left by Madam Walker and how she

contributed to society. Students may mention specific bequests, such as those to old people's homes and orphanages; they may also note that she helped other women set up their own businesses and was a pioneer who proved that women could overcome discrimination and manage a successful company.

After You Read

Assess

Respond and Think Critically

Possible answers:

1. She left the South, worked hard to support herself, developed her hair product, sold it to friends, moved to Denver, and began advertising and selling her product through the mail.
2. She had to overcome racist conditions that she experienced as a young girl as well as a young woman. Her husband was lynched, and she was the sole support of her young daughter. She took in laundry and worked long days. When she started her business, she had to find ways to market her product because white stores were not open to her.
3. Students may say that the author admires Madam Walker because he points out the injustices she overcame and tells how she worked hard to support her daughter, was tireless and inventive in running her business, improved the lives of other black women, and gave money to charities in her will.
4. Students may say that Madam Walker's success probably gave other black women hope and encouragement to succeed at their goals or that she provided them with jobs and real opportunities.

Writing

Reader Response Students' responses will vary based on what they consider worthwhile, but may include that her most worthwhile goal was to see her daughter have a good life, to succeed in business in a man's world, to overcome racism, or to provide hope and business opportunities to other black women.

After You Read

Respond and Think Critically

1. Use your own words to tell the major events that describe how Madam C. J. Walker started her own business. [Summarize]
2. What obstacles did Madam C. J. Walker have to overcome to be successful? [Identify]
3. How do you think the author feels about Madam C. J. Walker? Why do you think he wrote this biography? Use examples to support your opinions. [Infer]
4. How do you think Madam C. J. Walker's success influenced other African American women? Explain. [Evaluate]



Writing

Reader Response Madam C. J. Walker is famous for being the first American woman who was a self-made millionaire. She succeeded at a time when women and African Americans had far fewer rights than white men. Madam Walker set many goals for herself in order to succeed. Write a paragraph telling which of her goals you think was the most worthwhile. Use specific examples from the text to support your opinion. When you are finished, share your response with the class. You may want to begin your paragraph with this sentence:

Of all of Madam C. J. Walker's goals, I think _____ was the most worthwhile, because _____.



732 UNIT 6 What Are Worthwhile Goals?



Writing Practice

Historical Research Explain that historical research can offer valuable perspectives on the literature students read. Ask students to write a few sentences explaining what they know about the South after slavery, sharecropping, and Jim Crow laws. Then have them research the topic of their choice using the Internet or other

resources. Ask students to prepare brief oral reports on the topic, detailing their discoveries. Then lead a class discussion about how their research enhanced their appreciation for the selection.

Learning Objectives

For page 732

In studying this text, you focused on the following objectives:

Literary Study: Analyzing historical context.

Reading: Drawing conclusions about author's beliefs.



Literature Online

Unit Resources For additional skills practice, go to glencoe.com and enter QuickPass code GL19756u6.

Loyalty and Understanding



Juvenile Counsel; Boys on a Doorstep. Henry Lamb. Private Collection.

BQ BIG Question What Are Worthwhile Goals?

In the painting *Juvenile Counsel; Boys on a Doorstep*, three young men share friendly moments together. How do the boys show that they are trying to understand one another? In friendships, how does loyalty grow as understanding develops?

Approaching Level

DIFFERENTIATED INSTRUCTION



Established Explain that loyalty and understanding are two traits that are very important in friendships. Have students work in small groups to discuss why and in what ways loyalty and understanding are qualities of a good friend. Ask them to create

a short skit in which one friend is particularly understanding toward another or in which one friend shows great loyalty to another. Ask the groups to perform their skits for the class.

Part 1: Loyalty and Understanding

Ask: **Why might becoming a more loyal and understanding person be a worthwhile goal?** (Some students may say that it is a worthwhile goal because loyalty and understanding are excellent character traits to possess. Other students may say that being loyal and understanding helps a person develop strong relationships with others.)

View the Art

Henry Lamb (1883–1960) originally planned to be a doctor, but his greatest successes were in art. After serving as a doctor in World War II in which he witnessed many deaths, Lamb concentrated on painting soldiers. **Ask:** **How are the young men in the picture working on attaining worthwhile goals?** (Some students may say that developing good friendships is a worthwhile goal and that the boys in the picture appear to be doing that.)

BQ BIG Question

The young men in the picture seem relaxed and look as though they are paying attention to one another, talking and listening. Students may say that when they understand another person better, they become closer to him or her and that the closeness often turns into loyalty.



For additional support for English Learners, see Unit 6 Teaching Resources, p. 19.

Before You Read

Focus

Bellringer Options

Selection Focus Transparency 16

Literature Launchers: Pre-Reading Videos DVD, Selection Launcher

Or ask students to think of a time when a friend was in a difficult situation. **Ask:** *Did you try to help him or her? How far would you be willing to go to help a friend?* Ask students to share stories about times when they or someone they know went to great lengths for a friend.

Vocabulary

With a partner, have students write a very short story that includes all of the vocabulary words. When they are finished with their stories, encourage students to share them with the class.

For additional vocabulary practice, see Unit 6 Teaching Resources, p. 28.

For additional context, use Glencoe Interactive Vocabulary CD-ROM.

Before You Read

Damon and Pythias

Connect to the Play

Think about friendships you have had. What makes a friendship strong? What do you think is the basis of true friendship?

List Make a list of different traits that are important to friendship. You may want to rank them by order of importance. What does your ranking say about you?

Build Background

More than two thousand years ago, the Roman writer Cicero wrote down an ancient Greek story about two friends, Damon and Pythias. The story is set in the fourth century B.C. in Syracuse, a city on the island of Sicily. Syracuse was a powerful city in the ancient world and was ruled by a tyrant king, Dionysius the Elder. There are many versions of the story of Damon and Pythias. This version was written as a radio play.



Vocabulary

proclaimed (prə klāmd') *v.* announced officially; declared publicly (p. 737). *The mayor proclaimed that the town would hold an annual fall parade.*

appointed (ə point'əd) *v.* named or selected for an office or position (p. 737). *My friends appointed me the treasurer of our club.*

resist (ri zist') *v.* to act in opposition (p. 737). *The urge to buy new shoes at the sale was hard for Tyra to resist.*

honorable (on'ər ə bəl) *adj.* characterized by principles of morality and integrity; upright (p. 740). *An honorable player will not intentionally cheat during a game.*

harsh (härsh) *adj.* rough or unpleasant to any of the physical senses (p. 743). *The harsh sound of breaking glass surprised us.*

Meet Fan Kissen

Radio Writer Fan Kissen spent most of her writing career turning folktales and legends into plays for young people. The plays were first performed in a radio series called *Tales from the Four Winds* that ran from 1945 to 1961. Each play included instructions for music and sound effects.

Literary Works Kissen collected and published plays in *The Bag of Fire and Other Tales*, *The Crowded House and Other Tales*, and *The Straw Ox and Other Tales*.

Fan Kissen was born in 1904 and died in 1978.

Literature Online

Author Search For more about Fan Kissen, go to glencoe.com and enter QuickPass code GL19756u6.

734 UNIT 6 What Are Worthwhile Goals?

Approaching Level

DIFFERENTIATED INSTRUCTION

Vocabulary Preteaching Have students work in pairs to complete the following sentence stems by choosing the vocabulary word that best fits the sentence.

- During the election, Mary was _____ class president. (*appointed*)
- The principal _____ that there would be no school on Friday due to the holiday. (*proclaimed*)

- The little boy could not _____ the temptation to pull on his sister's pigtails. (*resist*)
- The student received an _____ mention for his hard work in school. (*honorable*)
- The loud rock music was a _____ sound on my eardrums. (*harsh*)

Set Purposes for Reading

BQ BIG Question

As you read, ask yourself, how important is it for a friend to be loyal?
Can a person be your friend if he or she is not loyal?

Literary Element Dialogue

Dialogue is conversation between characters in a literary work. A play relies on dialogue to tell a story.

Damon and Pythias was written as a radio play. Its dialogue reveals information about the characters and advances the plot. **Stage directions**, the words in brackets and italics, may describe the setting or tell the actors how to move, look, or say their lines.

As you read, think about what you learn about each character through the dialogue.

Reading Skill Analyze Diction

Diction is an author's choice of words. Skilled writers carefully choose their words to get across a particular meaning or feeling.

Analyzing diction is important because it helps you understand how certain words contribute to the tone or message of the story.

To analyze diction, pay attention to

- the literal meaning, or denotation, of important words. Denotation is the dictionary definition of a word.
- the connotation, or implied meaning, of important words. The connotation of a word causes you to have an emotional response that can be positive, negative, or neutral.
- how the choice of particular words adds to your understanding of the play.

As you read, use a chart like the one below to help you understand the connotation and denotation of particular words.

Word	Denotation— Dictionary Definition	Connotation— Positive, Negative, or Neutral?	Effect of Words on My Understanding
tyrant			

Learning Objectives

For pages 734–745

In studying this text, you will focus on the following objectives:

Literary Study: Analyzing dialogue.

Reading: Analyzing diction.

TRY IT

Analyze Diction You and a friend compare the price of soup at the grocery store. Your friend says that one brand is cheap. You say that it is inexpensive. Which word gives you a more positive feeling? Which gives a negative feeling?

Before You Read

Focus

Summary

Damon and Pythias are best friends. Pythias speaks out against their cruel king, who throws him in jail and sets a date for his execution. Damon offers to take Pythias's place while he visits his family. The king agrees, but Pythias is delayed by robbers. Damon is brought out to be executed. He keeps his faith in Pythias, who arrives just in time to take his friend's place. The king is so impressed by their loyalty that he frees them both.



For summaries in languages other than English, see Unit 6 Teaching Resources, pp. 20–25.

Literary Element

Dialogue Ask students to recall a time when they overheard people they didn't know. What could they learn about people from listening to their dialogue?

Reading Skill

Analyze Diction Ask students to think about the different ways people they know—friends, teachers, parents, siblings—use words. **Ask:** **What do these differences in diction show?**

TRY IT

"Cheap" has a more negative feeling. "Inexpensive" sounds more positive.



Other options for teaching this selection can be found in

- Interactive Read and Write for On-Level Learners, pp. 265–280
- Interactive Read and Write for English Learners, pp. 265–280
- Interactive Read and Write for Approaching Level Learners, pp. 265–280

English Learners

DIFFERENTIATED INSTRUCTION



PARTNERS Intermediate Explain that an idiom is an expression that means something different from the literal meaning of the words. Students can figure out the meanings of many idioms by thinking about context. Write the following sentences on the board. Have students talk with a partner and try to guess their meanings. Afterwards, discuss the correct meanings with the class.

- Keep an eye on your little brother.
- Let's step on it so we're not late.
- It's late; I need to hit the sack.
- I would never bad-mouth a friend.

Teach

Reading Skill

1

Analyze Diction It tells you the king is a tyrant, which is a bully or an unjust ruler.

For additional reading skill or strategy practice, see Unit 6 Teaching Resources, p. 27.

For an audio recording of this selection, use Listening Library Audio CD-ROM.

Cultural History

Early Drama The comedy and tragedy masks originated in ancient Greece. These two masks have come to represent theatre, or the performance of drama. They show that dramas can be about both humorous subjects and serious subjects. Have students draw a mask for a character in this play. Display the drawings in the classroom, labeling the character for whom each mask is intended.

Literary Element Practice



Characterization Explain that characterization is how a writer shows the personality of a character. **Ask:** *What do you learn about Damon and Pythias at the beginning of the play?* (They care about the people enough to stand up for them.)

DAMON AND PYTHIAS

Fan Kissen
based on the Greek legend

CAST

Damon
First Robber
First Voice
Pythias
Second Robber
Second Voice
King
Mother
Third Voice
Soldier
Narrator

[Sound: Iron door opens and shuts.
Key in lock.]

[Music: Up full and out.]

NARRATOR. Long, long ago there lived on the island of Sicily two young men named Damon and Pythias. They were known far and wide for the strong

friendship each had for the other. Their names have come down to our own times to mean true friendship. You may hear it said of two persons:

FIRST VOICE. Those two? Why, they're like Damon and Pythias!

1 NARRATOR. The king of that country was a cruel tyrant. He made cruel laws, and he showed no mercy toward anyone who broke his laws. Now, you might very well wonder:

SECOND VOICE. Why didn't the people rebel?

NARRATOR. Well, the people didn't dare rebel because they feared the

Analyze Diction What does the author's word choice tell you about the king's character?

736 UNIT 6 What Are Worthwhile Goals?

Reading Practice



Analyze Explain that analyzing means looking at separate parts of something to understand the entire piece. **Ask:** *What do you think is the role of First and Second Voices?* (They make the narrator's story more interesting and dramatic, and they ask the questions listeners might ask.)

king's great and powerful army. No one dared say a word against the king or his laws—except Damon and Pythias speaking against a new law the king had **proclaimed**.

SOLDIER. Ho, there! Who are you that dares to speak so about our king?

PYTHIAS. [*Unafraid.*] I am called Pythias.

SOLDIER. Don't you know it is a crime to speak against the king or his laws? You are under arrest! Come and tell this opinion of yours to the king's face!

[*Music: A few short bars in and out.*]

NARRATOR. When Pythias was brought before the king, he showed no fear. He stood straight and quiet before the throne.

KING. [*Hard, cruel.*] So, Pythias! They tell me you do not approve of the laws I make.

PYTHIAS. I am not alone, your Majesty, in thinking your laws are cruel. But you rule the people with such an iron hand that they dare not complain.

KING. [*Angry.*] But you have the daring to complain for them!

Dialogue From this question, what impression do you get of the soldier?

Analyze Diction How does the phrase "rule with an iron hand" make you feel?

Vocabulary

proclaimed (prə klāmd') v. announced officially; declared publicly

Have they **appointed** you their champion?¹

PYTHIAS. No, your Majesty. I speak for myself alone. I have no wish to make trouble for anyone. But I am not afraid to tell you that the people are suffering under your rule. They want to have a voice in making the laws for themselves. You do not allow them to speak up for themselves.

KING. In other words, you are calling me a tyrant! Well, you shall learn for yourself how a tyrant treats a rebel! Soldier! Throw this man into prison!

SOLDIER. At once, your Majesty! Don't try to **resist**, Pythias!

PYTHIAS. I know better than to try to resist a soldier of the king! And for how long am I to remain in prison, your Majesty, merely for speaking out for the people?

KING. [*Cruel.*] Not for very long, Pythias. Two weeks from today at noon, you shall be put to death in the public square as an example to anyone else who may dare to question my laws or acts. Off to prison with him, soldier!

¹ Here, a **champion** refers to someone who fights for or speaks for another person.

Dialogue What does this dialogue with Pythias suggest about the relationship between the king and the people?

Vocabulary

appointed (ə point'əd) v. named or selected for an office or position

resist (ri zist') v. to act in opposition

Damon and Pythias 737

UNIT SIX

Teach

Literary Element

2

Dialogue The soldier is probably either afraid of the king or very loyal to him.

ADVANCED Ask: What does this question suggest about the government? In your opinion, does it make sense to prohibit citizens from speaking against their ruler or laws? (*This is a monarchy that has tight control over the people. It would not make sense in a democracy.*)



For additional literary element practice, see Unit 6 Teaching Resources, p. 26.

Reading Skill

3

Analyze Diction The phrase implies that the king is tough, inflexible, merciless, and cruel.

Literary Element

4

Dialogue The king is heartless and cruel and does not allow anyone to publicly disagree with him.

English Learners

DIFFERENTIATED INSTRUCTION

Beginning Point out that there are many forms of government. A number of countries have monarchies (rule by king or queen), like the government in this story. The United States has a representative democracy, or rule by the people. Each citizen has a vote to elect representatives who make the laws

of the land. Ask English language learners about other governments they know of. What types of government exist in their families' homelands? What do they think is the best form of government? Why?

Approaching Level

DIFFERENTIATED INSTRUCTION

Established This play is set in Syracuse, a city on the island of Sicily. In the fourth century B.C., Syracuse was a powerful city ruled by King Dionysus. Have students research King Dionysus, his government, and his era. Then have students research the government in Sicily today and create displays comparing Syracuse then and now.

UNIT SIX

Teach

Reading Skill

1

Analyze Diction The word *heartbroken* encourages a much stronger emotional response from the reader than just saying he was sad.

BQ BIG Question

Students will likely say that their friendship is so strong that Damon is willing to risk everything for Pythias.

Reading Skill

2

Analyze Diction Damon is humble and not ashamed to plead for his friend's cause.

[*Music: In briefly and out.*]

NARRATOR. When Damon heard that his friend Pythias had been thrown into prison, and about the severe punishment that was to follow, he was heartbroken. He rushed to the prison and persuaded the guard to let him speak to his friend.

DAMON. Oh, Pythias! How terrible to find you here! I wish I could do something to save you!

PYTHIAS. Nothing can save me, Damon, my dear friend. I am prepared to die. But there is one thought that troubles me greatly.

DAMON. What is it? I will do anything to help you.

PYTHIAS. I'm worried about what will happen to my mother and my sister when I'm gone.

DAMON. I'll take care of them, Pythias, as if they were my own mother and sister.

PYTHIAS. Thank you, Damon. I have money to leave them. But there are other things I must arrange. If only I could go see them before I die! But they live two days' journey from here, you know.

DAMON. I'll go to the king and beg him to give you your freedom for a few days. You'll give your word to return at the end of that time.

Analyze Diction What effect does the author's word choice have on the reader?

Everyone in Sicily knows you for a man who has never broken his word.

PYTHIAS. Do you believe for one moment that the king would let me leave this prison, no matter how good my word may have been all my life?

DAMON. I'll tell him that I shall take your place in the prison cell. I'll tell him that if you do not return by the appointed day, he may kill me in your place!

PYTHIAS. No, no, Damon! You must not do such a foolish thing! I cannot—I will not—let you do this! Damon! Damon! Don't go! [*To himself.*] Damon, my friend! You may find yourself in a cell beside me!

[*Music: In briefly and out.*]

DAMON. [*Begging.*] Your Majesty! I beg of you! Let Pythias go home for a few days to bid farewell to his mother and sister. He gives his word that he will return at your appointed time. Everyone knows that his word can be trusted.

KING. In ordinary business affairs—perhaps. But he is now a man under sentence of death. To free him even for a few days would strain his honesty—any man's honesty—too far. Pythias would never return here!

BQ BIG Question How would you describe Damon and Pythias's friendship?

Analyze Diction What does Damon's style of speaking tell you about him?

738 UNIT 6 What Are Worthwhile Goals?

Listening and Speaking Practice



Persuasive Speech In the fourth century B.C., no one in Syracuse could risk speaking up to defend someone like Pythias. Today a ruler might release someone like Pythias because of world protest. Have students write a speech in support of Pythias. Remind students that their goal is to make the king take action by stirring up public opinion. Post these guidelines for speaking persuasively:

- State your subject and your position on it.
- Give reasons for your position.
- Use words that appeal to listeners' emotions.

Ask volunteers to share their speeches with the class.

Literary Element Practice



Characterization Ask: **What does Pythias's behavior as he confronts the king show about his character?** (*It shows that he is brave enough to speak up at great risk.*)

Teach

BQ BIG Question

Damon is offering his life in exchange. Pythias will need to return on time to save his friend.



The Greek Theatre, Etna. Fernando Gualtieri. Oil on canvas. Private Collection, ©DACS.

I consider him a traitor, but I'm certain he's no fool.

DAMON. Your Majesty! I will take his place in the prison until he comes back. If he does not return, then you may take *my* life in his place.

KING. [*Astonished.*] What did you say, Damon?

DAMON. I'm so certain of Pythias that I am offering to die in his place if he fails to return on time.

KING. I can't believe you mean it!

DAMON. I do mean it, your Majesty.

KING. You make me very curious,

Damon, so curious that I'm willing to put you and Pythias to the test. This exchange of prisoners will be made. But Pythias must be back two weeks from today, at noon.

DAMON. Thank you, your Majesty!

KING. The order with my official seal shall go by your own hand,² Damon. But I warn you, if your friend does not return on time, you shall surely die in his place! I shall show no mercy.

[*Music: In briefly and out.*]

NARRATOR. Pythias did not like the king's bargain with Damon. He did not like to leave his friend in prison with the chance that he might lose his

BQ BIG Question How is Damon being loyal? How will Pythias need to return this loyalty?

² In saying the order should go by Damon's *own hand*, the king means that Damon should carry the order himself.

Damon and Pythias 739

Approaching Level

DIFFERENTIATED INSTRUCTION



Emerging Help students understand the differences between the dialogue and the stage directions. Make four copies of the dialogue between Pythias, the soldier, the narrator and the king at the beginning of the play. Assign four volunteers to these

parts. Have each participant highlight his or her part. Remind each student to read aloud only his or her part. Then add a director to coach the readers. Have students rehearse this scene and present it to the class.

English Learners

DIFFERENTIATED INSTRUCTION

Intermediate Pythias tells the King that the people of Syracuse want to *have a voice* in making laws. **Ask:** *What do you think Pythias means?* (*They want the right to be heard and influence their government.*)

UNIT SIX

Teach

Literary Element

1

Dialogue It makes the reader think that it is very hard to remain loyal to a friend if circumstances are difficult.

BQ BIG Question

It implies that people will look out for their own interests first.

Reading Skill

2

Analyze Diction *Deserted* means “abandoned.” It implies Pythias doesn’t care about Damon.

life if something went wrong. But at last Damon persuaded him to leave and Pythias set out for his home. More than a week went by. The day set for the death sentence drew near. Pythias did not return. Everyone in the city knew of the condition on which the king had permitted Pythias to go home. Everywhere people met, the talk was sure to turn to the two friends.

FIRST VOICE. Do you suppose Pythias will come back?

SECOND VOICE. Why should he stick his head under the king’s ax once he has escaped?

THIRD VOICE. Still would an **honorable** man like Pythias let such a good friend die for him?

FIRST VOICE. There’s no telling what a man will do when it’s a question of his own life against another’s.

SECOND VOICE. But if Pythias doesn’t come back before the time is up, he will be killing his friend.

THIRD VOICE. Well, there’s still a few days’ time. I, for one, am certain that Pythias *will* return in time.

SECOND VOICE. And *I am* just as certain that he will *not*. Friendship is

friendship, but a man’s own life is something stronger, *I say!*

NARRATOR. Two days before the time was up, the king himself visited Damon in his prison cell.

[*Sound: Iron door unlocked and opened.*]

KING. [*Mocking.*] You see now, Damon, that you were a fool to make this bargain. Your friend has tricked you! He will not come back here to be killed! He has deserted you.

DAMON. [*Calm and firm.*] I have faith in my friend. I know he will return.

KING. [*Mocking.*] We shall see!

[*Sound: Iron door shut and locked.*]

NARRATOR. Meanwhile, when Pythias reached the home of his family, he arranged his business affairs so that his mother and sister would be able to live comfortably for the rest of their years. Then he said a last farewell to them before starting back to the city.

MOTHER. [*In tears.*] Pythias, it will take you two days to get back. Stay another day, I beg you!

PYTHIAS. I dare not stay longer, Mother. Remember, Damon is locked up in my prison cell while I’m gone. Please don’t

Dialogue What does this sentence make you think about friendship?

Vocabulary

honorable (on’ər ə bəl) *adj.* characterized by principles of morality and integrity; upright

BQ BIG Question What does this statement imply about loyalty and friendship?

Analyze Diction Why do you think the author uses the word *deserted*?

740 UNIT 6 What Are Worthwhile Goals?

Literary Element Practice

SMALL GROUP **Drama** *Damon and Pythias* is a drama, a work of literature intended to be performed for an audience. Have students work in small groups to answer this question: What makes drama different from other forms of literature? Students should use a chart to identify ways that drama differs from stories and poems. Students may address

form (stanza, paragraph, lines) and literary elements (plot, character, setting).

Drama	Story and Poem

Reading Practice



Analyze Explain that analyzing means looking at separate parts of something to understand the entire piece. **Ask:** **What is the purpose of the narrator?** (*The narrator tells us what every character thinks and does, and provides background information.*)

Teach

View the Art

Say: The setting of “Damon and Pythias” is Syracuse, a city on the island of Sicily. How might scenes such as the one shown on this ancient vase give us information about life in Syracuse at this time? (Possible answer: Students may say that details in the scene on the vase—clothing, weaponry, dishes, and furniture—probably reflect a lifestyle that would have been familiar to Damon and Pythias.)



Attic red-figure vase showing a detail from a banquet scene, Greece, late 5th century bc. Pottery. Museo Archeologico Nazionale, Naples, Italy.

weep for me. My death may help bring better days for all our people.

NARRATOR. So Pythias began his journey in plenty of time. But bad luck struck him on the very first day. At twilight, as he walked along a lonely stretch of woodland, a rough voice called:

FIRST ROBBER. Not so fast there, young man! Stop!

PYTHIAS. [Startled.] Oh! What is it? What do you want?

SECOND ROBBER. Your money bags.

PYTHIAS. My money bags? I have only this small bag of coins. I shall need them for some favors, perhaps, before I die.

FIRST ROBBER. What do you mean, before you die? We don't mean to kill you, only take your money.

PYTHIAS. I'll give you my money, only don't delay me any longer. I am to die by the king's order three days from now. If I don't return on time, my friend must die in my place.

FIRST ROBBER. A likely story! What man would be fool enough to go back to prison ready to die?

SECOND ROBBER. And what man would be fool enough to die for you?

FIRST ROBBER. We'll take your money, all right. And we'll tie you up while we get away.

Dialogue Why do the robbers ask these questions?

PYTHIAS. [Begging.] No! No! I must get back to free my friend! [Fade.] I must go back!

NARRATOR. But the two robbers took Pythias's money, tied him to a tree, and went off as fast as they could. Pythias struggled to free himself. He cried out for a long time. But no one traveled through that lonesome woodland after dark. The sun had been up for many hours before he finally managed to free himself from the ropes that had tied him to the tree. He lay on the ground, hardly able to breathe.

Damon and Pythias 741

English Learners

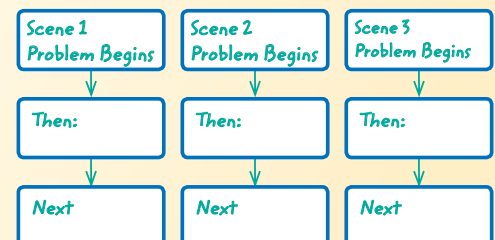
DIFFERENTIATED INSTRUCTION

Beginning Homophones are words that sound alike but have different meanings. Ask students to find examples of homophones and explain their meanings. Examples: *no* (*know*); *to* (*two*); *die* (*dye*).

Approaching Level

DIFFERENTIATED INSTRUCTION

Emerging Sometimes it is helpful to visualize what happens from scene to scene. Have students create a visual record or graphic organizer of the events that have occurred in the first three scenes, using these prompts.



UNIT SIX

Teach

View the Art

Students will probably say that the seated figure could be the king, the figure in red could be Pythias, and the figure in green could be that of Damon, stepping forward to offer his life in place of his friend.



Roman Censor and Citizens.
Jacques Grasset de Saint-Sauveur
and L.F. Labrousse.

View the Art Which characters in the play could the people in this painting represent?

[Music: In briefly and out.]

NARRATOR. After a while Pythias got to his feet. Weak and dizzy from hunger and thirst and his struggle to free himself, he set off again. Day and night he traveled without stopping, desperately trying to reach the city in time to save Damon's life.

[Music: Up and out.]

NARRATOR. On the last day, half an hour before noon, Damon's hands were tied behind his back, and he was taken into the public square. The people muttered angrily as Damon was led in by the jailer. Then the king entered and seated himself on a high platform.

742 UNIT 6 What Are Worthwhile Goals?

Grammar Practice

SPIRAL REVIEW



Pronouns and Antecedents

Pronouns should refer clearly to their antecedents and agree with them in number and gender. Write the following on the board: *The first robber called out to the second and threw Pythias's money at him. Him* could refer to either the second robber or Pythias. The sentence is clearer like this: *The first robber threw Pythias's money at the second robber and called out to him.* Write the following sentences on the board and have

742

students fill in the correct pronoun and circle its antecedent(s).

1. When Pythias left his *mother*, _____ cried. (*she*)
2. Pythias's *mother* and *sister* said, "Don't leave!" _____ begged him to stay longer. (*they*)
3. *Damon* waited. _____ wasn't worried. (*He*)

Reading Practice

SPIRAL REVIEW



Visualize Explain to students that visualizing means creating pictures in your mind as you read. **Ask:** *How do the stage directions help you visualize the different scenes? Give some examples.*

[Sound: Crowd voices in and hold under single voices.]

SOLDIER. [Loud.] Long live the king!

FIRST VOICE. [Low.] The longer he lives, the more miserable our lives will be!

KING. [Loud, mocking.] Well, Damon, your lifetime is nearly up. Where is your good friend Pythias now?

DAMON. [Firm.] I have faith in my friend. If he has not returned, I'm certain it is through no fault of his own.

Visual Vocabulary

The **noon mark** is the point on a sundial on which a shadow falls when the sun is at its highest point in the sky.



KING. [Mocking.] The sun is almost overhead. The shadow is almost at the **noon mark**. And still your friend has not returned to give back your life!

DAMON. [Quiet.] I am ready and happy to die in his place.

KING. [Harsh.] And you shall, Damon! Jailer, lead the prisoner to the—

Analyze Diction Why does the author include this phrase that people might have said in ancient times?

Dialogue How is the king feeling now?

Vocabulary

harsh (härsh) *adj.* rough or unpleasant to any of the physical senses

[Sound: Crowd voices up to a roar, then under.]

FIRST VOICE. [Over noise.] Look! It's Pythias!

SECOND VOICE. [Over noise.] Pythias has come back!

PYTHIAS. [Breathless.] Let me through! Damon!

DAMON. Pythias!

PYTHIAS. Thank the gods I'm not too late!

DAMON. [Quiet, sincere.] I would have died for you gladly, my friend.

CROWD VOICES. [Loud, demanding.] Set them free! Set them both free!

KING. [Loud.] People of the city! [Crowd voices out.] Never in all my life have I seen such faith and friendship, such loyalty between men. There are many among you who call me harsh and cruel. But I cannot kill *any* man who proves such strong and true friendship for another. Damon and Pythias, I set you both free. [Roar of approval from crowd.] I am king. I command a great army. I have stores of gold and precious jewels. But I would give all my money and power for one friend like Damon or Pythias.

[Sound: Roar of approval from crowd up briefly and out.]

[Music: Up and out.]

BQ BIG Question How did both Damon and Pythias show faith and loyalty?

Damon and Pythias 743

UNIT SIX

Teach

Cultural History

Sound Effects Films and plays often call for certain sound effects. People who make sound effects for films are called Foley artists. Discuss ways in which Foley artists might create sounds, such as crinkling cellophane to create the sound of flames. Divide the class into groups. Have each group choose a scene from the play and create two or more sound effects. Have the other groups try to guess which scene the sound effects represent.

To check students' understanding of the selection, see Unit 6 Teaching Resources, pp. 31–32.

Reading Skill

1

Analyze Diction The phrase symbolizes respect and loyalty to the king.

Literary Element

2

Dialogue The king is taunting Damon; he is sure Pythias will not return.

BQ BIG Question

Damon had faith that his friend would return. Pythias was loyal by returning on time even after robbers delay him.

ADVANCED Ask: How does the king change his opinion? Do you believe the king will change his behavior after realizing his mistake? (The king once believed that such loyalty and true friendship was not possible. Students may say that the king will become kinder to his people now that he has seen such goodness.)

English Learners

DIFFERENTIATED INSTRUCTION

Intermediate Many words have more than one meaning. Readers must decide which meaning is correct on the basis of how the word is used. One way to determine which meaning is correct is to substitute a synonym for first one meaning, then another. Have students practice this in the following sentences. Ask them to replace the underlined word with another word.

1. Damon is locked up in my prison cell.
2. He walked along a lonely stretch of woodland.

Discuss students' choices and the similarities between their choices and the underlined words.

After You Read

Assess

For additional assessment, see Assessment Resources, pp. 149–150.

Respond and Think Critically

Possible answers:

1. He spoke out against a cruel new law. He is sent to prison and will be executed in two weeks.
2. Damon offers to take Pythias's place in prison and at the execution if Pythias does not return.
3. The robbers didn't believe that he would return to die or that a friend would die in his place.
4. The king is a power-hungry tyrant who believes he isn't accountable to anyone.
5. Students may think that the people might have gotten angry enough to rise up and remove the king from power.
6. Students may say that neither was foolish. Damon knew friendship and family were worth more to Pythias than his life. Pythias knew that Damon did not deserve to die in his place.

Vocabulary Practice

1. proclaimed
2. resist
3. honorable
4. appointed
5. none
6. harsh
7. none

Academic Vocabulary

An example would be doing well on a sports team. Students might talk about the challenges involved in preparing for a game.

After You Read

Respond and Think Critically

1. What crime did Pythias commit? What is his punishment? **[Identify]**
2. What bargain does Damon make with the king? **[Recall]**
3. Why didn't the robbers believe Pythias? **[Summarize]**
4. What is the king's attitude toward Pythias and the people? **[Infer]**
5. In your opinion, if the king had executed Damon or Pythias, would either death help change the laws of the land? Explain. **[Evaluate]**
6. **BQ** **BIG Question** Was Damon foolish to risk his life on the faithfulness of his friend Pythias? Was Pythias foolish to return to be imprisoned when he was free? Explain your answer. **[Conclude]**

Vocabulary Practice

On a separate sheet of paper, write the vocabulary word that correctly completes each sentence. If none of the words fits the sentence, write *none*.

proclaimed appointed resist honorable harsh

1. The audience cheered when the television show host _____ the winners.
2. A swim in the lake was hard to _____ during the record heat.
3. An _____ friend will not spread gossip or rumors.
4. Our teacher _____ three people to design scenery for our class play.
5. They were _____ that so few shoppers showed up for the midnight sale.
6. The _____ sound of screeching brakes alarmed me.
7. We traveled across the _____ state to attend the wedding.

Academic Vocabulary

The reader had to wait until the end of the radio play to learn the **outcome**.

In the preceding sentence, an *outcome* is a result or consequence. Think about a worthwhile goal you have had. What was the outcome in your attempt to achieve the goal?

TIP

Evaluate

When you **evaluate**, you make a judgment about something you are reading. Use these tips to answer question 5.

- Think about the king and his attitude toward his people. What evidence supports the viewpoint that the people like the way he rules?
- Think about Damon and Pythias's friendship and loyalty. What evidence supports the viewpoint that the people would be angry if Damon and Pythias were executed?



Keep track of your ideas about the **BIG Question** in your unit Foldable.



Literature Online

Selection Resources

For Selection Quizzes, eFlashcards, and Reading-Writing Connection activities, go to glencoe.com and enter QuickPass code GL19756u6.

744 UNIT 6 What Are Worthwhile Goals?

Progress Check

Can students comprehend vocabulary?

If...fewer than 6 answers are correct

Then... Glencoe Interactive Vocabulary CD-ROM.

Literary Element Dialogue

1. Why does the author have a narrator speak some of the lines in this play? When and how does the narrator participate in dialogue?
2. How does the dialogue help you understand the depth of the friendship between Damon and Pythias?
3. How do the three voices in the radio play help you think about friendship?
4. What kind of stage directions would be unimportant in a radio play? Why?

Review: Plot

As you learned on page 53, the **plot** is the sequence of events in a narrative work, such as a play. The plot centers on a **conflict**, a struggle between opposing forces. The struggle may be against some outside force or an internal conflict. The conflict develops during the **rising action** of the plot. It reaches its greatest point of tension at the **climax**. The conflict gets resolved during the **falling action** and **resolution** of the plot.

5. What is the main conflict of the play? What other conflict occurs in the play?
6. What is the climax of the play? Why do you think this is the climax?

Reading Skill Analyze Diction

Test Skills Practice

7. Read this sentence from the play.
Do you believe for one moment that the king would let me leave this prison, no matter how good my word may have been all my life?

The author uses *my word* to refer to
 - A. the speech patterns Pythias likes to use.
 - B. the writings Pythias believes are sacred.
 - C. the reputation Pythias has for trustworthiness.
 - D. the recommendation Pythias has for changing the king's laws.

Grammar Link

The **subject** is the part of a sentence about which something is being said. The **verb** is the part that tells what the subject is doing.

Subject and verb agreement means the subject and verb agree in person and number.

With a singular subject, you must use the singular form of the verb.

The **king puts** Pythias in prison.

King is a singular subject, so the singular form of the verb, *puts*, is used.

With a plural subject, you must use the plural form of the verb.

Damon and Pythias share a loyal friendship.

Damon and Pythias is the plural subject, so the plural form of the verb, *share*, is used.

Practice

Look for two sentences in *Damon and Pythias* that have a singular subject and three sentences that have a plural subject. Copy each sentence and underline the subject and the verb. Then write four of your own sentences. Two of your sentences should have a singular subject and two should have a plural subject.

Speaking and Listening

Literature Group With a small group, discuss whether the characters, their friendship, and the play are believable. If so, what makes them believable? If not, discuss how you would change the play to make it more believable? Support your ideas with evidence from the play.

Brainstorm a list of situations in which people might offer to make exceptional sacrifices for one another.

After You Read

Assess



For grammar practice, see Unit 6 Teaching Resources, p. 30.

Literary Element

Possible answers:

1. The narrator gives background information, summarizes offstage events, and provides transitions.
2. Damon's distress at finding his friend in prison is evident. The dialogue makes it clear that his willingness to risk his life is sincere.
3. The voices represent different ideas that people are likely to have about loyalty and friendship. By having anonymous voices express them, the author indicates that the opinions are common.
4. Stage directions dealing with movement or facial expressions would be unimportant because the audience would not be able to see the actors.
5. The main conflict is whether Pythias will return to the city to die. Another conflict occurs when the robbers impede him.
6. The climax occurs when the king orders Damon to the place of execution. It is the climax because it is the tensest part of the play.

Reading Skill

7. C

Grammar Link

Sample sentences with a singular subject:

The king of that country was a cruel tyrant.

Your lifetime is nearly up.

Pythias has come back.

Sample sentences with a plural subject:

They were known far and wide for their strong friendship. . .

Their names have come down in our own time. . .

Why, they're like Damon and Pythias. Students should write two sentences with singular subjects and two with plural subjects.

Speaking and Listening

Literature Group Students may consider Damon and Pythias to be an extreme example. However, in circumstances of war, soldiers sometimes sacrifice their lives for other soldiers. Parents might give their lives to protect their children from dangers. Accept all answers that show students have engaged in a serious discussion of this issue and have talked about the credibility of the characters and the value of friendship.

Before You Read

Focus

Bellringer Options

Ask: *Have you ever felt singled-out because of how you look? How did that make you feel?* Ask volunteers to share their stories about how it feels to be treated differently because of their looks. Ask them to think about why people treat others differently.

Vocabulary

Ask each student to think of a word that relates to one of the selection vocabulary words, such as a synonym or example. Then play a game of hangman using these words. Have each student come up to the board, while other students take turns guessing letters. After each word has been guessed, discuss how it relates to a vocabulary word. For example: *flower* and *curved* relate to *wilted*; *vote* and *list* relate to *register*; and *cheap* and *worn* relate to *shabby*.

Before You Read

The Bracelet

Connect to the Story

Suppose that you have brown hair and a new law states that all brown-haired people must live in an area separated from those with other hair colors. How would you feel if this happened to you? How would you feel if your hair were not brown?

Partner Talk With a partner, discuss your answers to the questions above.

Build Background

During World War II, the United States was at war with Japan. "The Bracelet" is an account of how people of Japanese heritage living in the United States were sent to live in internment (in turn'ment) camps, or relocation centers.

- Some U.S. leaders feared that Japanese Americans might spy on or damage military bases.
- In 1942 President Franklin D. Roosevelt gave the U.S. military the authority to take Japanese Americans from their homes and send them to internment camps.
- About 120,000 Japanese Americans were forced to live in internment camps. Two-thirds of them were U.S. citizens.

Vocabulary

aliens (āl'yənz) *n.* people who are not citizens of the country in which they live (p. 749). *After moving to the United States, most aliens work hard to learn English.*

wilted (wilt'əd) *adj.* droopy or faded (p. 749). *If you give that wilted plant some water, the leaves will stop drooping.*

register (rej'is tər) *v.* to enter one's name in a formal record (p. 751). *People who wish to vote must register before the election.*

shabby (shab'ē) *adj.* faded and dingy from wear or exposure (p. 752). *The library carpet had become thin and shabby after years of use.*

Meet Yoshiko Uchida



"I think it's important for each of us to take pride in our special heritage."

—Yoshiko Uchida

Wrongly Imprisoned Yoshiko Uchida was a college student in California when the United States declared war on Japan in 1941. Her family, along with other Japanese Americans, was sent to live in an internment camp although they had done nothing wrong. This injustice became a theme in Uchida's writing.

Literary Works Uchida was an award-winning writer. She wrote many books for young people, including fiction and collections of Japanese folktales.

Yoshiko Uchida was born in 1921 and died in 1992.



Author Search For more about Yoshiko Uchida, go to glencoe.com and enter QuickPass code GL19756u6.

746 UNIT 6 What Are Worthwhile Goals?

Approaching Level

DIFFERENTIATED INSTRUCTION



Vocabulary Preteaching Read the following true/false statements aloud and have students work together in small groups to answer. Then have them rewrite each false statement, changing it to reflect the real meaning of the word.

- The aliens in a country are called its citizens. (*false*)

- We praised the gardener's wilted flowers. (*false*)
- My brother is old enough to register to vote. (*true*)
- The president took pride in his shabby appearance. (*false*)

Set Purposes for Reading

BQ BIG Question

As you read, ask yourself, what evidence shows that the Japanese Americans in the story are loyal to the United States?

Literary Element Conflict

Conflict is a struggle between opposing forces in a story. An **external conflict** happens when a character struggles with an outside force, such as another character, the community, or nature. An **internal conflict** happens when a character struggles against something inside, such as feelings of sadness or confusion. Many stories have both internal and external conflicts.

Identifying the main conflict or conflicts in a story helps you focus on the key events.

As you read, ask yourself, how do the characters' responses to conflicts affect the plot and the way the main conflict is resolved?

Reading Skill Make Generalizations About Characters

When you **make a generalization**, you base a broad statement on facts or details. When you **make generalizations about characters**, you use their traits and actions to discover something about them and perhaps about people in general.

Making generalizations about characters can help you understand the ideas the author wants to convey.

To make a generalization about a character, think about

- what the character says, does, thinks, and feels
- how the character handles conflicts
- what other characters say about the character

As you read, you might find it helpful to use a graphic organizer like the one below.

Character	Facts or Details	Generalization
Laurie Madison	Laurie is upset that Ruri is being forced to leave. She gives Ruri a bracelet.	

Learning Objectives

For pages 746–756

In studying this text, you will focus on the following objectives:

Literary Study: Analyzing conflict.

Reading: Making generalizations about characters.

TRY IT

Make Generalizations About Characters You watch a friend play tennis. After losing a game, she shakes her opponent's hand. At a softball game the next day, she comforts a teammate who has dropped a fly ball. What generalization can you make about your friend's sportsmanship?

Before You Read

Focus

Summary

Ruri, her mother, and her sister, Keiko, are getting ready to leave their home. Because they are Japanese, they have been ordered to go to a concentration camp by the U.S. government. Their father has already been sent to a camp in Montana. As the family packs, Ruri's friend Laurie gives Ruri a bracelet. The family soon arrives at the Tanforan Racetracks, which has been converted into a camp. Shortly, Ruri discovers that she has lost the bracelet.

For summaries in languages other than English, see Unit 6 Teaching Resources, pp. 33–38.

Literary Element

Conflict Ask students to think of a time when they or someone they know was experiencing a struggle inside of themselves. Discuss internal conflicts, such as someone fighting a fear of heights.

Reading Skill

Make Generalizations About

Characters Point out that students already make generalizations about character. Ask students to remember a time when they were in a public place, such as a grocery store or mall. **Ask:** *Have you ever drawn conclusions about what people were like on the basis of watching their actions and hearing their conversations?*

TRY IT

She values supporting other athletes more than winning.

The Bracelet 747

English Learners

DIFFERENTIATED INSTRUCTION

PARTNERS Advanced Students may be familiar with the word *alien* as meaning "extraterrestrial." Ask students to work with a partner and use a dictionary to find other meanings of the word *alien*. Discuss which definition best fits this selection.

Approaching Level

DIFFERENTIATED INSTRUCTION

SMALL GROUP Emerging Students may need help distinguishing between external and internal conflict. Have students work in small groups to create a two-column chart with the labels "external" and "internal." Working together, the groups should fill in the chart as it relates to a previous story read in class. Review the charts after students have completed them.

Teach

Cultural History

Japanese Foods This story mentions some types of Japanese foods, such as *bean-curd cakes* and *pickled radish*, that Ruri's mother used to purchase at the Japanese food store. Explain that the Japanese diet is rich in whole grains, beans, and vegetables. Traditional Japanese foods include many variations on the soybean, including miso, tofu (bean curd), natto, and soy sauce. The Japanese frequently pickle seaweed, plums, and radishes.



For an audio recording of this selection, use Listening Library Audio CD-ROM.

Readability Scores

Dale-Chall: 4.7

DRP: 51

Lexile: 830



Gift Box, 1981. Wayne Thiebaud. Oil on canvas. Private Collection. VAGA, NY.

The Bracelet

Yoshiko Uchida

"Mama, is it time to go?"

I hadn't planned to cry, but the tears came suddenly, and I wiped them away with the back of my hand. I didn't want my older sister to see me crying.

"It's almost time, Ruri," my mother said gently. Her face was filled with a kind of sadness I had never seen before.

I looked around at my empty room. The clothes that Mama always told me to hang up in the closet, the junk piled on my dresser, the old rag doll I could never bear to part with—they were all gone. There was nothing left in my room, and there was nothing left in the rest of the house. The rugs and furniture were gone, the pictures and drapes were down, and the closets and cupboards were empty. The house was like a gift box after the nice thing inside was gone: just a lot of nothingness.

748 UNIT 6 What Are Worthwhile Goals?

Research Practice



Research Historical Events Explain to students that, following the bombing of Pearl Harbor, many Japanese Americans were sent to internment camps. Have students work in groups to find answers to the following questions. Encourage them to use a variety of reliable library resources or Internet sources.

- What was Executive Order 9066? Who signed it? Why?

- How many internment camps were established? What were conditions like in the camps? When did the camps close?
- What actions did the United States take as an apology to Japanese Americans?

It was almost time to leave our home, but we weren't moving to a nicer house or to a new town. It was April 12, 1942. The United States and Japan were at war, and every Japanese person on the West Coast was being evacuated¹ by the government to a concentration camp.² Mama, my sister Keiko, and I were being sent from our home, and out of Berkeley, and eventually out of California.

The doorbell rang, and I ran to answer it before my sister could. I thought maybe by some miracle a messenger from the government might be standing there, tall and proper and buttoned into a uniform, come to tell us it was all a terrible mistake, that we wouldn't have to leave after all. Or maybe the messenger would have a telegram from Papa, who was interned³ in a prisoner-of-war camp in Montana because he had worked for a Japanese business firm.

The FBI had come to pick up Papa and hundreds of other Japanese community leaders on the very day that Japanese planes had bombed Pearl Harbor.⁴ The government thought they were dangerous enemy **aliens**. If it weren't so sad, it would have been funny. Papa could no more be dangerous than the mayor of our city, and he was every bit as loyal to the United States. He had lived here since 1917.

When I opened the door, it wasn't a messenger from anywhere. It was my best friend, Laurie Madison, from next door. She was holding a package wrapped up like a birthday present, but she wasn't wearing her party dress, and her face drooped like a **wilted** tulip.

¹ When people are **evacuated** from a place, they are removed from it.

² A **concentration camp** is a place where political prisoners and prisoners of war are confined.

³ Someone who is **interned** is imprisoned or confined.

⁴ The Japanese bombed the U.S. naval base at **Pearl Harbor** in Hawaii on December 7, 1941. This attack brought the United States into World War II.

Vocabulary

aliens (āl'yənz) *n.* people who are not citizens of the country in which they live

wilted (wilt'əd) *adj.* droopy or faded

1

Conflict What conflict does the narrator face? Is it internal or external?

BQ BIG Question

Why does the U.S. government suspect that Papa is not loyal?

UNIT SIX

Teach

Literary Element

1

Conflict Ruri and her family, like all Japanese Americans living on the West Coast, are being sent to concentration camps. The conflict is external.

APPROACHING **Ask:** When Ruri tries to hide her tears from her sister, is her conflict external or internal? **Why?** (The conflict is internal because she is fighting within herself to hold back her tears.)



For additional literary element practice, see Unit 6 Teaching Resources, p. 39.

BQ BIG Question

Papa had worked for a Japanese business firm.

APPROACHING **Ask:** Why would the fact that Papa worked for a Japanese firm make the government suspicious of him? (The government might have thought that anyone who works for a Japanese company has close ties to Japan.)

The Bracelet 749

English Learners

DIFFERENTIATED INSTRUCTION



Advanced Ruri hopes that a messenger has brought a telegram from Papa. A telegram is a message sent by telegraph, or system of transmitting information by code. In 1835, Samuel F.B. Morse invented a system of dots and dashes known as Morse code, and in 1837 he was granted a patent on an electromagnetic

telegraph that transferred the dots and dashes to paper. Explain to students that the word *telegram* is formed by combining the Latin root *gram*, which means "write," with *tele*, which means "far off." **Ask:** How are these meanings combined in the meaning of *telegram*? (write + far off)

UNIT SIX

Teach

Reading Skill

1

Make Generalizations About Characters

Students might say that Mama's words and actions show that she is the strong center of the family. She calmly packs up their belongings; she doesn't worry about things; she believes people will come to their aid if they need it. Some students might say that Mama also appears to be a basically optimistic person, with a positive view of others.

For additional reading skill or strategy practice, see Unit 6 Teaching Resources, p. 40.

Literary Element

2

Conflict The narrator is feeling sad and angry at being forced out of the world she knows. She feels how unfairly she is being treated for being Japanese American.

Literary Element Practice



Narrator Explain to students that the narrator is the person who "speaks" or tells the story. When a story uses words like *I* and *my*, the story is told from the first-person point-of-view. When a story uses words like *he* and *she*, it is told from the third-person

"Hi," she said. "I came to say goodbye."

She thrust the present at me and told me it was something to take to camp. "It's a bracelet," she said before I could open the package. "Put it on so you won't have to pack it." She knew I didn't have one inch of space left in my suitcase. We had been instructed to take only what we could carry into camp, and Mama had told us that we could each take only two suitcases.

"Then how are we ever going to pack the dishes and blankets and sheets they've told us to bring with us?" Keiko worried.

"I don't really know," Mama said, and she simply began packing those big impossible things into an enormous **duffel bag**—along with umbrellas, boots, a kettle, hot plate, and flashlight.

"Who's going to carry that huge sack?" I asked.

But Mama didn't worry about things like that.

1 "Someone will help us," she said. "Don't worry." So I didn't.

Laurie wanted me to open her package and put on the bracelet before she left. It was a thin gold chain with a heart dangling on it. She helped me put it on, and I told her I'd never take it off, ever.

"Well, goodbye, then," Laurie said awkwardly. "Come home soon."

"I will," I said, although I didn't know if I would ever get back to Berkeley again.

2 I watched Laurie go down the block, her long blond pigtails bouncing as she walked. I wondered who would be sitting in my desk at Lincoln Junior High now that I was gone. Laurie kept turning and waving, even walking backward for a while, until she got to the corner. I didn't want to watch anymore, and I slammed the door shut.

The next time the doorbell rang, it was Mrs. Simpson, our other neighbor. She was going to drive us to the Congregational Church, which was the Civil Control Station where all the Japanese of Berkeley were supposed to report.

It was time to go. "Come on, Ruri. Get your things," my sister called to me.

Visual Vocabulary

A **duffel bag** is a large bag, usually made of heavy cloth, used for carrying clothes, equipment, or other belongings.



Make Generalizations About Characters

From Mama's words and actions so far, what generalization might you make about her?

Conflict What internal conflict is the narrator having?

750 UNIT 6 What Are Worthwhile Goals?

point-of-view. **Ask:** Who is the narrator in this story? Is this story told in first- or third-person? Do you think that it is easier to identify with a first-person narrator? Why or why not? (Ruri is the narrator, and the story is told in first-person point-of-view. Students

may say that it is easier to identify with a first-person narrator because the reader views events through the narrator's eyes.)

Teach

Reading Skill

3

Make Generalizations About

Characters Papa seems to be an affectionate, nurturing man. His family obviously misses him, he has a “garden he loves,” and he always brings Mama the first iris to bloom.

It was a warm day, but I put on a sweater and my coat so I wouldn't have to carry them, and I picked up my two suitcases. Each one had a tag with my name and our family number on it. Every Japanese family had to **register** and get a number. We were Family Number 13453.

Mama was taking one last look around our house. She was going from room to room, as though she were trying to take a mental picture of the house she had lived in for fifteen years, so she would never forget it.

I saw her take a long last look at the garden that Papa loved. The irises beside the fish pond were just beginning to bloom. If Papa had been home, he would have cut the first iris blossom and brought it inside to Mama. “This one is for you,” he would have said. And Mama would have smiled and said, “Thank you, Papa San”⁵ and put it in her favorite cut-glass vase.

⁵ **San** is a term of respect added to Japanese names.

Vocabulary

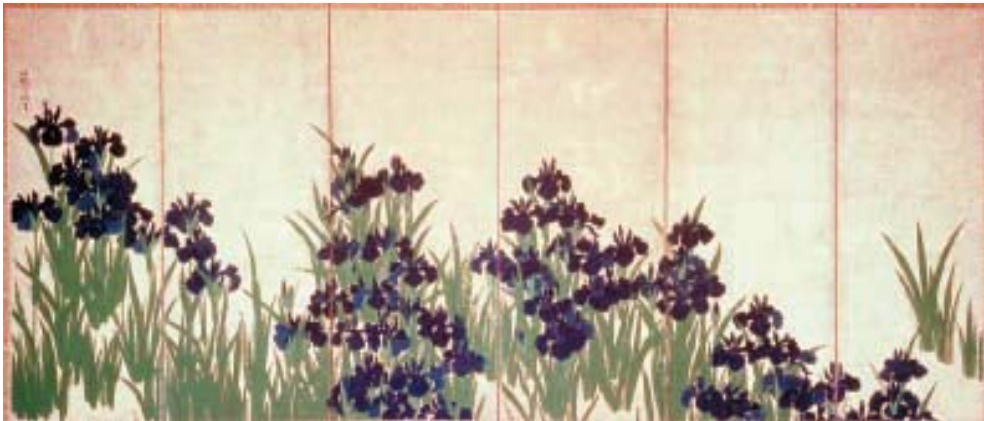
register (rej'is tər) *v.* to enter one's name in a formal record

Irises (detail), Edo Period. Ogata Korin. Colour on gilded paper, 150.9 x 338 cm. Nezu Museum, Tokyo, Japan.

3

Make Generalizations

About Characters What type of man is Papa? What facts and details support your answer?



The Bracelet 751

English Learners

DIFFERENTIATED INSTRUCTION



Beginning The word *san* is a term of respect added to Japanese names. **Ask:** **What are some terms of respect that are commonly used in English?** (“sir” and “ma’am”) Ask English language learners to share terms of respect from other languages.

UNIT SIX

Teach

Reading Skill

1

Make Generalizations About Characters

People are often scared when they don't know what is going to happen.

Literary Element

2

Conflict They are there to enforce the U.S. government's orders regarding Japanese Americans. They are further proof that an outside force (the U.S. government) is working against Ruri and her family.

But the garden looked **shabby** and forsaken⁶ now that Papa was gone and Mama was too busy to take care of it. It looked the way I felt, sort of empty and lonely and abandoned.

1 When Mrs. Simpson took us to the Civil Control Station, I felt even worse. I was scared, and for a minute I thought I was going to lose my breakfast right in front of everybody. There must have been over a thousand Japanese people gathered at the church. Some were old and some were young. Some were talking and laughing, and some were crying. I guess everybody else was scared too. No one knew exactly what was going to happen to us. We just knew we were being taken to the Tanforan Racetrack,⁷ which the army had turned into a camp for the Japanese. There were fourteen other camps like ours along the West Coast.

2 What scared me most were the soldiers standing at the doorway of the church hall. They were carrying guns with mounted bayonets.⁸ I wondered if they thought we would try to run away and whether they'd shoot us or come after us with their bayonets if we did.

A long line of buses waited to take us to camp. There were trucks, too, for our baggage. And Mama was right; some men were there to help us load our duffel bag. When it was time to board the buses, I sat with Keiko, and Mama sat behind us. The bus went down Grove Street and passed the small Japanese food store where Mama used to order her bean-curd cakes and pickled radish. The windows were all boarded up, but there was a sign still hanging on the door that read, "We are loyal Americans."

The crazy thing about the whole evacuation was that we were all loyal Americans. Most of us were citizens because we had been born here. But our parents, who had come

Make Generalizations About Characters Why would people in this situation feel scared?

Conflict Why are the soldiers at the Civil Control Station? How does their presence emphasize the story's external conflict?

6 Something that is **forsaken** looks and is abandoned.

7 **Tanforan Racetrack** was a famous racetrack near San Francisco. It opened in 1899 and burned down in 1964. People came to Tanforan to see horse races and car races.

8 **Bayonets** are long knives on the end of rifles.

Vocabulary

shabby (shab'ē) *adj.* faded and dingy from wear or exposure

752 UNIT 6 What Are Worthwhile Goals?

Writing Practice

The Value of a Name Discuss with students the effects on having one's name replaced with a number or code. Ask students to consider why the U.S. government assigned each Japanese family a number and how those families must have felt under the circumstances. **Ask:** Was this system

put in place for convenience or for some other reason? After a brief discussion, ask students to write a paragraph in response to following question: **What is the value of having a name?** Ask students to think about what is lost when a name is replaced by a number.

Reading Practice



Evaluate Explain to students that evaluating means making a judgment about something you're reading. **Ask:** Does the bracelet still serve its purpose even though Ruri loses it? (Even though she lost the bracelet long ago, it's still a reminder of their friendship.)

from Japan, couldn't become citizens because there was a law that prevented any Asian from becoming a citizen. Now everybody with a Japanese face was being shipped off to concentration camps.

"It's stupid," Keiko muttered as we saw the racetrack looming⁹ up beside the highway. "If there were any Japanese spies around, they'd have gone back to Japan long ago."

"I'll say," I agreed. My sister was in high school and she ought to know, I thought.

When the bus turned onto Tanforan, there were more and more armed guards at the gate, and I saw barbed wire strung around the entire grounds. I felt as though I were going into a prison, but I hadn't done anything wrong.

We streamed off the buses and poured into a huge room, where doctors looked down our throats and peeled back our eyelids to see if we had any diseases. Then we were given our housing assignments. The man in charge gave Mama a slip of paper. We were in Barrack 16, Apartment 40.

"Mama!" I said. "We're going to live in an apartment!" The only apartment I had ever seen was the one my piano teacher lived in. It was in an enormous building in San Francisco, with an elevator and thick-carpeted hallways. I thought how wonderful it would be to have our own elevator. A house was all right, but an apartment seemed elegant and special.

We walked down the racetrack, looking for Barrack 16. Mr. Noma, a friend of Papa's, helped us carry our bags. I was so busy looking around I slipped and almost fell on the muddy track. Army barracks had been built everywhere, all around the racetrack and even in the center oval.

Mr. Noma pointed beyond the track toward the horse stables. "I think your barrack is out there."

He was right. We came to a long stable that had once housed the horses of Tanforan, and we climbed up the wide ramp. Each stall had a number painted on it, and when we got to 40, Mr. Noma pushed open the door.

⁹ Here, *looming* describes something that appears large or threatening.

BQ BIG Question

Why are the Japanese Americans being sent to concentration camps? What evidence shows that most are loyal Americans?

3

Conflict What is the external conflict in this paragraph? What is the internal conflict?

UNIT SIX

Teach

BQ BIG Question

The Japanese Americans are being sent there because of their ethnicity—they have a "Japanese face." However, most of them were actually born in the United States and are U.S. citizens. They are loyal Americans because the United States is the country they were born and raised in.

Literary Element

3

Conflict The armed guards and barbed wire represent the external conflict. The internal conflict is Ruri's feelings of being wrongly accused.

The Bracelet 753

Approaching Level

DIFFERENTIATED INSTRUCTION

Partners Reading Fluency One way to help students build fluency is to have them read aloud in pairs. Both students in each pair should read each paragraph aloud so that they can hear the words pronounced by a partner. As one student reads, the other should listen for errors. Have students

perform this activity after they have read the story once so that they will already be familiar with the text. This will allow students to focus on reading fluently and avoid being bogged down by problems with comprehension.

English Learners

DIFFERENTIATED INSTRUCTION

Advanced Explain to students that the word *elevator* comes from the Latin root *levare*, meaning "to raise." Think about how the root's meaning relates to an *elevator*.

UNIT SIX

View the Art

Ask: How does this picture help you understand the author's description of Tanforan? (Possible response: The family must live in a small stall with two small windows and the smell of horses.)



Reading Skill

1

Make Generalizations About

Characters Mama is an optimistic, positive person. She doesn't want her daughters to become discouraged.



Our Barrack 7-2-C. Topaz, UT. Yoshiko Uchida.

View the Art Yoshiko Uchida, the author of "The Bracelet," painted this picture while she was living in an internment camp. Which details add to your understanding of the story?

"Well, here it is," he said, "Apartment 40."

The stall was narrow and empty and dark. There were two small windows on each side of the door. Three folded army cots were on the dust-covered floor, and one light-bulb dangled from the ceiling. That was all. This was our apartment, and it still smelled of horses.

1

Mama looked at my sister and then at me. "It won't be so bad when we fix it up," she began. "I'll ask Mrs. Simpson to send me some material for curtains. I could make some cushions too, and . . . well . . ." She stopped. She couldn't think of anything more to say.

Make Generalizations About Characters What does this statement tell you about Mama's personality?

754 UNIT 6 What Are Worthwhile Goals?

Assessment Practice

Research Historical Events have students use library and school-approved Internet resources to research laws in the United States that have restricted immigration and citizenship. Tell students to list the conditions of the Immigration Act of 1924, also known as the National Origins Act or the Johnson-Reed Act. Tell students

to note the number of immigrants permitted to enter the United States and countries from which people were prohibited from emigrating to the United States. Suggest that students find out the origins of restrictive immigration and citizenship laws involving Asians, beginning with the Chinese Exclusion Act of 1882.

Literary Element

2

Conflict The conflict is internal because Ruri feels shame and guilt for breaking her promise to Laurie.

Mr. Noma said he'd go get some mattresses for us. "I'd better hurry before they're all gone." He rushed off. I think he wanted to leave so that he wouldn't have to see Mama cry. But he needn't have run off, because Mama didn't cry. She just went out to borrow a broom and began sweeping out the dust and dirt. "Will you girls set up the cots?" she asked.

It was only after we'd put up the last cot that I noticed my bracelet was gone. "I've lost Laurie's bracelet!" I screamed. "My bracelet's gone!"

We looked all over the stall and even down the ramp. I wanted to run back down the track and go over every inch of ground we'd walked on, but it was getting dark and Mama wouldn't let me.

I thought of what I'd promised Laurie. I wasn't ever going to take the bracelet off, not even when I went to take a shower. And now I had lost it on my very first day in camp. I wanted to cry.

I kept looking for it all the time we were in Tanforan. I didn't stop looking until the day we were sent to another camp, called Topaz, in the middle of a desert in Utah. And then I gave up.

But Mama told me never mind. She said I didn't need a bracelet to remember Laurie, just as I didn't need anything to remember Pap or our home in Berkeley or all the people and things we loved and had left behind.

"Those are things we can carry in our hearts and take with us no matter where we are sent," she said.

And I guess she was right. I've never forgotten Laurie, even now. 🍌

2

Conflict Does losing the bracelet present an internal or external conflict? Why?



The Bracelet 755

Approaching Level

DIFFERENTIATED INSTRUCTION



Emerging Tell students to imagine that the government is forcing them to leave their homes and relocate to an internment camp. They have been told that they can pack only what they can carry. Have students write a short diary entry explaining how they feel about what is happening. Suggest that students discuss

specific items that they will bring, how their family members are responding to the situation, and what they will miss most about the homes they are leaving. Remind students to write in the first person, using the pronouns *I*, *me*, and *my*.

After You Read

Assess

For additional assessment, see Assessment Resources, pp. 151–152.

Respond and Think Critically

Possible answers:

1. Most students would feel upset, angry, sad, or ashamed. Others might say they would try to be positive.
2. Ruri loses the bracelet that Laurie gave her.
3. Students might say that they thought if they cooperated, the issue would be resolved quickly. Others might infer that the Japanese Americans didn't protest because they believed that this would only make matters worse. Others might say that the Japanese Americans wanted to show that they were still loyal Americans, despite being mistreated.
4. The main conflict is external—the government's misguided response against Japanese Americans during wartime.
5. The main characters are all good people who do their best to maintain their dignity and help each other in an intolerable situation.
6. The bracelet represents Laurie's friendship and Ruri's life as an American before internment. The author connects the bracelet to that lost, treasured life.

Vocabulary Practice

1. in a country they moved to
2. light rain
3. an old coat
4. a new student

After You Read

Respond and Think Critically

1. How do you think you would feel if your family was forced to move away from home? **[Connect]**
2. What makes Ruri want to cry the first day she is in her new "apartment" at Tanforan? **[Recall]**
3. Why do you think the people in the story went to the camps without a fight? **[Interpret]**
4. **Literary Element Conflict** What is the main conflict in the story? Is it internal or external? **[Classify]**
5. **Reading Skill Make Generalizations About Characters** Think about the main characters in the story. How do they react to the difficult situation they are in? How do they treat each other? What generalizations can you make about these characters? Refer to the story and the chart you made to find details to support your answer. **[Analyze]**
6. **BQ BIG Question** Why is the bracelet important to Ruri? What does the author imply by calling the story "The Bracelet"? **[Infer]**

Vocabulary Practice

Respond to these questions.

1. Where do **aliens** live—in the country where they were born or in a country they moved to?
2. Which of these might help a **wilted** plant—light rain or a hailstorm?
3. Which of these is more likely to be **shabby**—a new pair of boots or an old coat?
4. Who needs to **register** at your school—a new student or a student who graduated years ago?

Writing

Write a Blurb Imagine that you work for a book publisher. You have been asked to write the book-jacket text for a collection of short stories about Japanese Americans. You need to write a blurb about "The Bracelet" that will persuade young people to buy the book and read the story. Think about what drew you into the story and what touched you about the characters. Support your opinions with evidence from the story. Anticipate arguments people may have for not wanting to read such a book and present counterarguments. Convey your thoughts in one paragraph.

756 UNIT 6 What Are Worthwhile Goals?

TIP

Connecting

Here are some tips to help you connect your experiences with those of a character in a story.

- Reread the passage that relates to the question.
- Note how the character acts and feels.
- Think about a similar experience you have had.
- Think about how you felt and what you did.

FOLDABLES Study Organizer

Keep track of your ideas about the **BIG Question** in your unit Foldable.

Literature Online

Selection Resources

For Selection Quizzes, eFlashcards, and Reading-Writing Connection activities, go to glencoe.com and enter QuickPass code GL19756u6.

Writing

Write a Blurb Blurbs will vary but should persuade readers to read "The Bracelet" by focusing on what is interesting about the characters and/or conflict. Blurbs should be no more than a paragraph long. They should hint at what occurs in the story without giving away the plot.

Progress Check

Can students comprehend vocabulary?

If...fewer than 3 answers are correct

Then...  Glencoe Interactive Vocabulary CD-ROM.



Executive Order No. 9066

from *I Am an American: A True Story of Japanese Internment*

by Jerry Stanley

Learning Objectives

For pages 757–760

In studying this text, you will focus on the following objective:

Reading: Recognizing author's purpose.

Set a Purpose for Reading

Read to learn how fearful attitudes shaped a presidential decision that changed the lives of many Japanese Americans.

Build Background

After the Japanese attack on Pearl Harbor in 1941, fear caused the U.S. government to send more than 100,000 Japanese Americans to internment camps.

Reading Skill Recognize Author's Purpose

An **author's purpose** is the author's intention for writing. In general, authors write to entertain, to inform, or to persuade. As you read, list details that give clues to the author's purpose. Use a three-column chart like the one below.

Inform	Persuade	Entertain

After Pearl Harbor¹ the Nisei² went to great lengths to demonstrate their patriotism. They flooded the streets of San Francisco, Los Angeles, and Seattle in mass demonstrations of loyalty. They waved American flags and recited the pledge³ of the Japanese American Citizens League. They bought war bonds,⁴ donated blood, and ran ads in newspapers denouncing Japan and pledging loyalty to America. In San Francisco, Nisei started a fund-raising

- ¹ **Pearl Harbor** was an important U.S. naval base in Hawaii. The Japanese air force bombed Pearl Harbor on December 7, 1941.
- ² **Nisei** (nē'sā') is a name given to the second Japanese immigrant generation; they are children of the Issei generation.
- ³ A **pledge** is a binding promise or agreement.
- ⁴ **War bonds** are certificates the U.S. government sold to help pay for the war. Although the bonds paid interest, buying them was also a sign of patriotism.

Executive Order No. 9066 **PERSPECTIVE** 757

English Learners

DIFFERENTIATED INSTRUCTION



Advanced *Patriotism* means "love for and enthusiastic support of one's country." The word *patriotism* comes from the root *patr* or *pater*, which means "father." **Ask:** Can you think of some other English words that have this same root? What words in Spanish have this

same root? (English: patriot, paternity, patron, patriotic; Spanish: patriota, paternidad, patrón). **Ask:** Why did the Nisei go to great lengths to demonstrate their patriotism? (They wanted to show that they were loyal Americans.)



Focus

Summary

After the Japanese attack on Pearl Harbor, Japanese Americans went to great lengths to show their loyalty to the United States. Many people supported the Japanese Americans. However, some military officials suggested that Japanese Americans might help Japan invade the west coast. The news media began warning of Japanese sabotage. On February 19, 1942, President Roosevelt signed Executive Order No. 9066, which gave the military the authority to place the Japanese Americans in concentration camps.



For summaries in languages other than English, see Unit 6 Teaching Resources, pp. 46–51.

Teach

Political History

Pearl Harbor Pearl Harbor is the name of a U.S. naval base located on the island of Oahu in Hawaii. On December 7, 1941, the Japanese launched a surprise attack on Pearl Harbor. Their successful attack caused great damage to the American military base. President Roosevelt called it a "date which will live in infamy" (or shame). The next day, Congress declared war on Japan, and the U.S. entered World War II.



For an audio recording of this selection, use Listening Library Audio CD-ROM.

Readability Scores

Dale-Chall: 9.2
DRP: 67
Lexile: 1170

Teach

BQ BIG Question

Ask: Why did some Americans refuse to recognize the loyalty of Japanese Americans? (They were afraid and angry. Fear and anger may cause people to act cruelly and unjustly toward others.)

Reading Skill

1

Recognize Author's Purpose

Ask students to find examples from the text that reveal the author's purpose(s). (The quote from the Japanese American Citizens League telegram and the list of dates of Japanese victories in the Pacific show that the author wants to inform. The strong word choice—McLemore "thunders" his hatred, and the Japanese destroy "priceless" articles—shows that the author also wants to persuade.)



For additional reading skill or strategy practice, see Unit 6 Teaching Resources, p. 52.

campaign to buy bombs for attacking Tokyo. In Los Angeles they formed committees to make sure that no person of Japanese ancestry tried to aid Japan. The day after Pearl Harbor the Japanese American Citizens League sent the following telegram to President Roosevelt:

In this solemn hour we pledge our fullest cooperation to you, Mr. President, and to our country. There can not be any question. . . . We in our hearts know we are Americans, loyal to America.

At first, the demonstrations of loyalty brought pledges of support from government officials, and Japanese internment⁵ seemed unlikely. California Congressman Leland Ford said, "These people are American-born. This is their country." United States Attorney General Francis Biddle declared, "At no time will the government engage in wholesale condemnation⁶ of any alien group."

It was a series of Japanese victories in the Pacific that started the movement to intern the Japanese. Japan captured Guam on December 13, 1941, Hong Kong on December 24, 1941, Manila on January 2, 1942, and Singapore on February 15.

Alarmed at the enemy's swift advance through the Pacific, military

⁵ **Internment** refers to being confined or held in one place, especially during a war.

⁶ **Condemnation** is strong disapproval of someone or something.

officials suggested that Japan might try to invade the west coast of America and that maybe the Issei⁷ and Nisei who lived there would aid the invasion. The Western Defense Commander, Lieutenant General John L. DeWitt, who was responsible for the security of the Pacific coast, was influential in spreading the idea that the Japanese might be disloyal. Following the loss of Manila he said, "I have little confidence that the Japanese enemy aliens [Issei] are loyal. I have no confidence in the loyalty of the Nisei whatsoever."

DeWitt's distrust appeared to be confirmed⁸ in the Roberts Report, a government investigation of the bombing of Pearl Harbor. Issued at about the time Singapore fell to Japan in February, the report blamed the disaster on lack of military preparedness and on Japanese sabotage⁹ in Hawaii. It even suggested that Japanese farmers had planted their crops in the shape of arrows pointing to Pearl Harbor as the target.

Although the charge of Japanese sabotage on Hawaii was totally false, newspaper writers and radio broadcasters began warning of the danger of Japanese sabotage on the west coast. In Los Angeles, radio

⁷ **Issei** (ēs'sā') is a name given to the first Japanese immigrant generation to come to the United States during the 1880s.

⁸ Something that is **confirmed** is positively declared to be true.

⁹ **Sabotage** is any deliberate interference done by enemy agents in order to hinder a nation's war or defense effort.

758 UNIT 6 What Are Worthwhile Goals?



Writing Practice

Respond to the Media Explain to students that people often write letters to the editor of a newspaper to express their opinions about important issues. Ask students to imagine that they lived during the time of the attack on Pearl Harbor and that they read Henry McLemore's column in a San Francisco

newspaper. Ask students to write a letter to the editor in response to McLemore's column. They should present a logical argument and support their opinions with evidence. They should consider how McLemore or other readers would respond and try to address their arguments. Alternatively, have students

imagine that they are calling in to John Hughes's radio show. Have them write a brief response and read it aloud as they would for a radio talk show.



Teach

View the Photograph

Students may say that the scenes are very similar and that the camps may all have had long barracks.

Political History

Executive Order 9066 Read students this excerpt from Executive Order 9066, which was issued by President Roosevelt: *I hereby authorize and direct the Secretary of War . . . to prescribe military areas in such places . . . with respect to which, the right of any persons to enter, remain in, or leave shall be subject to whatever restriction the Secretary of War or the appropriate Military Commander may impose in his discretion.* **Ask:** **What are the “places” referred to in this order? Why do you think President issued this order?** (*The places are concentration camps. The President felt pressure from the people, the media, and the military.*)



To check students' understanding of the selection, see Unit 6 Teaching Resources, pp. 53–54.



View the Photograph How does this scene compare with Yoshiko Uchida's painting on page 754? What features might all internment camps have shared?

commentator John Hughes warned that “Ninety percent or more of American-born Japanese are primarily loyal to Japan.” In San Francisco, columnist Henry McLemore wrote, “I am for immediate removal of every Japanese on the West Coast. . . . Herd ‘em up, pack ‘em off. Let ‘em be pinched, hurt and hungry!” Reflecting a tendency to confuse the enemy nation of Japan with American citizens of Japanese ancestry, McLemore thundered, “I hate the Japanese. And that goes for all of them!”

Stunned by the growing hostility, the Nisei tried to appear as un-Japanese as possible. Slowly, sadly, all along the west coast of America, they destroyed what they possessed of their Asian heritage. Japanese books and magazines were burned because of a rumor that FBI agents had found such materials in the homes of Issei arrested on suspicion of sabotage. Priceless diaries, letters, and photographs were burned; porcelain vases, tea sets, and silk tablecloths were buried or dumped on the street.

Executive Order No. 9066 **PERSPECTIVE** 759

English Learners

DIFFERENTIATED INSTRUCTION



Beginning Help students understand the causes that led to the creation of the internment camps. Ask students to work in small groups to discuss and make a list of the events that led President Roosevelt to issue Executive Order 9066 (*These events were the attack on Pearl Harbor, the series*

of Japanese victories in the Pacific, the influence of Lieutenant General John L. DeWitt, the Roberts Report, and the influence of newspaper writers and radio broadcasters.)

Approaching Level

DIFFERENTIATED INSTRUCTION



Established The word *media* is plural for *medium*, which means a “form of communication.” Explain to students that the word *media* is often used to refer to all forms of mass communication that reach a wide audience. **Ask:** **What are some forms of mass media?** (*Internet, newspapers, radio, television, and magazines are forms of mass media.*)

Teach and Assess

Respond and Think Critically

Possible answers:

1. Japanese Americans waved American flags, recited the pledge of the Japanese American Citizens League, bought war bonds, donated blood, ran ads denouncing Japan, and sent President Roosevelt a telegram affirming their loyalty to the United States.
2. The media had an influential role because it reached a lot of people. Although claims of Japanese sabotage on Hawaii were false, newspapers and radios warned that Japanese Americans were disloyal and would help Japan attack the West Coast.
3. Some students will likely say that the government overreacted and unfairly confined Japanese Americans with no evidence. Others may say this fear was justified since Japan attacked Pearl Harbor and was winning battles in the Pacific.
4. The father in the story is taken to a prisoner-of-war camp because he worked for a Japanese company. The rest of the family must leave their home with few possessions, and travel to Utah, where they live in a cold, dirty stable even though they've done nothing wrong.



By mid-February the entire coastline of California was designated Restricted Area Number One. DeWitt issued a stern suggestion that the Japanese living in this coastal strip should voluntarily migrate¹⁰ inland.

¹⁰ In this instance, to **migrate** means to move to a different region.

But when some 4,000 tried to move, they were met with hostility. Armed men patrolled the Nevada border to turn them back while main streets in Utah sported signs reading “No Japs Wanted.” Because most people in the inland states had never met a person of Japanese ancestry, they decided that if the Japanese were a threat to California then they were also a threat to them.

With no personal knowledge of the Japanese living in America, President Franklin D. Roosevelt yielded to pressure from the California Hotheads,¹¹ the media, and the military. On February 19, 1942, Roosevelt signed Executive Order No. 9066, which gave the military the authority to remove enemy aliens and anyone else suspected of disloyalty. Although the document never mentioned the Japanese by name, it was understood that the order was meant for them alone.

¹¹ **Hotheads** are people who are easily angered.

Respond and Think Critically

1. Write a brief summary of the steps Japanese Americans took to show their loyalty to the United States. For help with writing a summary, see page 170. [\[Summarize\]](#)
2. How important was the role of the media in influencing the government to send Japanese Americans to internment camps? [\[Analyze\]](#)
3. Was the fear of Japanese Americans justified? [\[Evaluate\]](#)
4. **Text to Text** How did President Roosevelt’s Executive Order No. 9066 affect the lives of Japanese American families like the one in “The Bracelet”? [\[Connect\]](#)
5. **Reading Skill Recognize Author’s Purpose** What was the author’s main purpose in writing this excerpt? Support your answer with examples.
6. **BQ BIG Question** How do you know that loyalty to the United States was a worthwhile goal for Japanese Americans during World War II?

760 UNIT 6 What Are Worthwhile Goals?

5. The author’s main purpose is to inform readers about events that led up to Executive Order 9066. He gives dates and information about historical events and includes details that describe the growing distrust of Japanese Americans and the influence of General DeWitt and the media.
6. Japanese Americans immediately pledged their loyalty to President Roosevelt after the attack on Pearl Harbor. Many destroyed valuable possessions of their Asian heritage in an attempt to prove they were “American.” Some 4,000 tried to voluntarily move inland but met with hostility.

Vocabulary Workshop

Word Origins

Connection to Literature

"After Pearl Harbor the Nisei went to great lengths to demonstrate their patriotism."

—Jerry Stanley, "Executive Order No. 9066"

The word *patriotism* is a form of the word *patriot*, which means "one who loves and enthusiastically supports his or her country." *Patriot* was borrowed from the French word *patriote*. This word had developed in French from the Latin word *patriōta*, which had developed from the Greek word *patriōtēs*. Many English words have been borrowed from other languages. Some words have been borrowed from names in ancient Greek and Roman mythology. Knowing a word's origins—or **etymology**—can help you correctly use the word.

Here are the origins of some other English words.

Word	Pronunciation/Origin	English Meaning
croissant	(krä sānt') a French word meaning "crescent"	a crescent-shaped roll
cafeteria	(kaf' ə tēr' ē ə) from French <i>café</i> , "coffee"	a restaurant in which a customer buys food at a counter
herculean	(hur' kyə lē' ən) a word that comes from the name Hercules—a hero in Greek and Roman mythology	requiring great strength or effort, like that shown by Hercules
gesture	(jes' chər) from Medieval Latin <i>gestura</i> , meaning "bearing," from Latin <i>gestus</i> , meaning "to perform"	movement of the head, body, or limbs, used to express a thought or feeling or to emphasize what is said

TRY IT: Use the chart above to help you choose the word or phrase that best fits the blank in each sentence. Then read the sentences aloud.

1. Moving so many heavy boxes will be a _____ effort.
2. My mother prefers a _____ over a bagel or doughnut.
3. The officer held up his hand as a signal, or _____, to stop.

Learning Objectives

For page 761

In this workshop, you will focus on the following objective:

Vocabulary: Understanding word origins.

Tip

Vocabulary Terms When you look up a word's origin, or etymology, you'll often find it at the end of a dictionary entry within brackets.

Test-Taking Tip Recognizing roots from ancient languages such as Greek (*sphere, auto*) and Latin (*ject, duct*) can help you determine meanings, pronunciations, and spellings in English.

 **Literature Online**

Vocabulary For more vocabulary practice, go to glencoe.com and enter QuickPass code GL19756u6.

VOCABULARY WORKSHOP 761

English Learners

DIFFERENTIATED INSTRUCTION

Beginning Explain to students that many words in English have the same origins as words in Spanish; thus, many Spanish and English words may sound or look alike. Encourage students to see the similarities and differences in the spelling and pronunciation of *restaurant* and

restaurante. **Ask:** What words in Spanish have the same meanings as *supermarket*, *nationality*, and *gesture*? (*supermercado*, *nacionalidad*, and *gesto*)

Vocabulary Workshop

Word Origins

Focus

Ask: How is patriotism celebrated or honored in the U.S.? (People celebrate the Fourth of July holiday, recite the Pledge of Allegiance, sing the national anthem and other songs, read about American history, and participate in parades.) Ask students from other cultural backgrounds to share information about patriotic celebrations and holidays in other countries.

Teach

Students who are familiar with Greek and Roman mythology may recognize words that have their origins in the names of gods and heroes. Write the following words and definitions on the board:

- **volcano:** a mountain that pushes out lava, rock, and gas
- **martial:** relating to war
- **titanic:** having great size, strength, or power

Ask students if they are familiar with Vulcan (also called Hephaestus), the god of fire; Mars (also called Ares), the god of war; and the Titans, a group of powerful gods. Ask students to explain how these words on the board relate to their origins.

Assess

1. herculean
2. croissant
3. gesture

For additional vocabulary practice, use Glencoe Interactive Vocabulary CD-ROM.

Before You Read

Focus

Bellringer Options

Literature Launchers: Pre-Reading Videos DVD, Selection Launcher

Ask: Who do you look up to? What qualities do you admire in people?

Discuss the people students admire. Encourage them to think about people they know personally as well as people they may have heard about.

Vocabulary

Students will work in small groups to create a short scene around one of the vocabulary words. After choosing a setting and a situation, they should also choose roles for their group members. Tell them to improvise their scenes (make up the words as they go along). Have them practice their scenes, remembering to include the vocabulary word. After they have practiced a few times, have the groups perform for the class. Ask students to observe the different contexts in which the vocabulary words were used.

Before You Read

from *Brighton Beach Memoirs*

Connect to the Play

It's not always easy to take a stand—especially when others remain quiet. Think about why it is important to stand up for something you believe in.

Partner Talk With a partner, discuss a situation in which you might have to stand up for something or someone. What would it be like? What are some ways of handling the situation?

Build Background

Brighton Beach Memoirs is a play about a Jewish family living in New York City in 1937. The 1930s were a troubled time in the United States. As a result of the Great Depression, work was scarce. Many people faced hard times.

The main character is a teenager named Eugene Jerome. The Jerome family lives in an area of New York called Brooklyn. Brighton Beach is a Brooklyn neighborhood that borders the Atlantic Ocean.



Vocabulary

temporarily (tem'pə rer'ə lē) *adv.* lasting only for a short time; not permanently (p. 764). *All traffic must temporarily use Green Street while the main road is being fixed.*

astounded (əs toun' ded) *v.* overwhelmed with sudden surprise or amazement (p. 765). *We were astounded to see a bear crossing the empty road.*

principles (prin'sə pəlz) *n.* rules of personal conduct (p. 767). *The judge is guided by the principles of honesty and fairness.*

worshipped (wur'shipt) *v.* adored or idolized (p. 767). *Kurt worshipped the soccer player, who had won many championships.*

Meet Neil Simon



"My idea of the ultimate achievement in a comedy is to make a whole audience fall onto the floor, writhing and laughing so hard that some of them pass out."

—Neil Simon

Popular Playwright Neil Simon is one of the most popular playwrights writing today. Most of his plays are comedies that find humor in the everyday problems of ordinary people. Many, such as *Brighton Beach Memoirs*, draw from the working-class New York City neighborhoods in which he grew up.

Literary Works Simon has written dozens of movies, television shows, and plays, including *The Odd Couple*. Neil Simon was born in 1927.

Literature Online

Author Search For more about Neil Simon, go to glencoe.com and enter QuickPass code GL19756u6.

762 UNIT 6 What Are Worthwhile Goals?

English Learners

DIFFERENTIATED INSTRUCTION

Vocabulary Preteaching Write the following questions on the board. Ask students to work in small groups to answer them:

- Should you temporarily take a break when you are in the middle of playing a sports game? Why or why not?

- Would you be astounded if you saw a dog wearing a dress? Why or why not?
- Have you ever worshipped someone? If so, who?
- What are some principles that are important to your parents?

Approaching Level

DIFFERENTIATED INSTRUCTION

Vocabulary Preteaching Remind students of the differences between the words *principle* and *principal*. *Principal* means "greatest or first, as in importance, rank, or value." Ask students to identify which word applies to the head of their school. Then ask students to work with a partner and use each word in a sentence.

Set Purposes for Reading

BQ BIG Question

As you read this scene from *Brighton Beach Memoirs*, ask yourself, what do Eugene and his brother, Stan, value?

Literary Element Stage Directions

Stage directions are a playwright's instructions to the actors, the director, and the stage crew. They describe the action, the sets, the costumes, and the lighting. When a play is performed, the actors do not say the stage directions. Instead, the actors *do* the things described in the stage directions. Stage directions are usually italicized and placed in brackets.

Stage directions help you imagine how plays should look and sound when they are performed. Stage directions can also help you understand characters' thoughts and feelings.

As you read, ask yourself, how do the stage directions help me visualize the way a scene should be performed?

Reading Skill Identify Cause-and-Effect Relationships

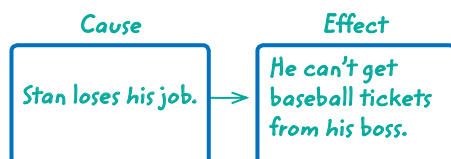
A **cause** is something that happens that sets something else in motion. An **effect** is the result or outcome. When you **identify cause-and-effect relationships**, you ask yourself, did this happen because of something else? For example, if the marching band practices each day after school, then it will probably perform well at football games.

Identifying cause-and-effect relationships can help you understand why a character is in a certain situation. You may also be able to predict what will happen as a result of the character's actions.

To identify cause-and-effect relationships, ask yourself,

- What caused this action or event?
- What are the possible results of this action?

You may find it helpful to use a graphic organizer like the one below.



Learning Objectives

For pages 762–769

In studying this text, you will focus on the following objectives:

Literary Study: Analyzing drama.

Reading: Analyzing cause-and-effect relationships.

TRY IT

Identify Cause-and-Effect Relationships A big rainstorm sweeps through your area. Rain falls for most of the night. When you wake up the next morning, the water in a nearby river is running high and fast. What is the cause?

Before You Read

Focus

Summary

Eugene's older brother, Stan, has come home early from work. Stan tells Eugene that he has just been fired for coming to the defense of Andrew, an African American cleaning man. The owner has said that Stan must write an apology by morning or consider himself fired. Stan prepares to discuss this situation with their father, as Eugene expresses his admiration for Stan.

For summaries in languages other than English, see Unit 6 Teaching Resources, pp. 55–60.

Literary Element

Stage Directions Tell students to imagine that they are seeing the play performed in their minds. Ask them to imagine a stage with two actors performing. As they read, they should visualize the actions and expressions described in the stage directions.

Reading Skill

Identify Cause-and-Effect Relationships Remind students that just because one thing occurs *before* another does not mean that it causes the second thing to occur.

TRY IT

The big rainstorm caused the river to run high and fast.

Other options for teaching this selection can be found in

- Interactive Read and Write for On-Level Learners, pp. 281–290
- Interactive Read and Write for English Learners, pp. 281–290
- Interactive Read and Write for Approaching Level Learners, pp. 281–290

English Learners

DIFFERENTIATED INSTRUCTION

Partners Intermediate Write the following connecting words and phrases on the board: *because, therefore, since, and as a result of*. Explain to students that these words and phrases are helpful in writing cause-and-effect statements because they show the relationship between two events. In this scene, Stan also uses another phrase, *on account of*,

to show cause and effect. Have students work with a partner to write two sentences that show cause and effect. Students should use one or two of the connectors listed on the board in their sentences. Provide students with an example to help them begin: *Since there was a snowstorm last night, school was cancelled today.*

from Brighton Beach Memoirs 763

UNIT SIX

Teach

Literary Element

1

Stage Directions He talks to and looks at the audience. Stan does not hear him.

For additional literary element practice, see Unit 6 Teaching Resources, p. 61.

Literary Element

2

Stage Directions Stan is very upset about something.

Writer's Technique

Memoir Explain that the word *memoir* comes from the root *mem*, which means “remember.” A *memoir* is an autobiographical account of a person's experiences. In this play, Jerome is writing his “secret memoirs.” The play itself is also a memoir of the playwright's experiences in Brighton Beach. **Ask:** *Have you ever kept a journal? Why do people record their memories?* (Students may say that people want a record of their thoughts and feelings during certain times.)

For an audio recording of this selection, use Listening Library Audio CD-ROM.

from Brighton Beach Memoirs

Neil Simon



The cast of the original Broadway production of *Brighton Beach Memoirs*, 1983, starring Matthew Broderick as Eugene.

STAN. [*half whisper*] Hey! Eugie!

1 EUGENE. Hi, Stan! [*to audience*] My brother, Stan. He's okay. You'll like him. [*to STAN*] What are you doing home so early?

STAN. [*looks around, lowers his voice*] Is Pop home yet?

EUGENE. No . . . Did you ask about the tickets?

STAN. What tickets?

EUGENE. For the Yankee game. You said your boss knew this guy who could get passes. You didn't ask him?

2 STAN. Me and my boss had other things to talk about. [*He sits on steps, his head down, almost in tears.*] I'm in trouble, Eug. I mean really big trouble.

Stage Directions What do you learn from Stan's actions?

Stage Directions How does Eugene speak this line? Does Stan hear him?

EUGENE. [*to audience*] This really shocked me. Because Stan is the kind of guy who could talk himself out of any kind of trouble. [*to STAN*] What kind of trouble?

STAN. . . . I got fired today!

EUGENE. [*shocked*] Fired? . . . You mean for good?

STAN. You don't get fired temporarily. It's permanent. It's a lifetime firing.

EUGENE. Why? What happened?

STAN. It was on account of Andrew. The colored guy who sweeps up. Well, he was cleaning the floor in the

Vocabulary

temporarily (tem'pə rer'ə lē) *adv.* lasting only for a short time; not permanently

Reading Practice



Analyze Explain that analyzing means looking at the separate parts of something to understand the entire piece. Explain that, in many modern plays, actors do not talk directly to the audience. Instead, an imaginary wall, often called the “fourth wall,” separates them from the audience. In *Brighton Beach Memoirs* Eugene talks directly to the audience, thus “breaking”

through the imaginary wall. **Ask:** *Why do you think it is called the fourth wall? What is the effect of having Eugene “break” the fourth wall?* (The actors are surrounded by three actual walls in a play performed on stage. Eugene talks to the audience as if they are his friends. It allows them to share his thoughts and emotions.)

Listening and Speaking Practice

Perform a Scene Encourage students to work in groups to perform parts of this scene. Have two students take roles and memorize the lines, while a third student acts as the director, telling students where to move and advising them about how to express their lines. Girls can play the roles of boys. When the scenes are memorized, have students perform them for the class.

stock room¹ and he lays his broom against the table to put some junk in the trash can and the broom slips, knocks a can of linseed oil² over the table and ruins three brand new hats right out of the box. Nine dollar

Visual Vocabulary

Stetsons are felt hats with a broad brim and high crown.



Stetsons. It wasn't his fault. He didn't put the linseed oil there, right?

EUGENE. Right.

STAN. So Mr. Stroheim sees the oily hats and he gets crazy. He

says to Andrew the hats are going to have to come out of his salary. Twenty-seven dollars. So Andrew starts to cry.

EUGENE. He cried?

STAN. Forty-two years old, he's bawling all over the stock room. I mean, the man hasn't got too much furniture upstairs anyway, but he's real sweet. He brings me coffee, always laughing, telling me jokes. I never understand them but I laugh anyway, make him feel good, you know?

EUGENE. Yeah?

¹ A **stock room** is a place where people store goods and supplies.

² **Linseed oil** is a liquid made from plant seeds that is used in making paints, inks, and other items.

STAN. Anyway, I said to Mr. Stroheim I didn't think that was fair. It wasn't Andrew's fault.

EUGENE. [**astounded**] You said that to him?

STAN. Sure, why not? So Mr. Stroheim says, "You wanna pay for the hats, big mouth?" So I said, "No. I don't want to pay for the hats." So he says, "Then mind your own business, big mouth."

EUGENE. Holy mackerel.

STAN. So Mr. Stroheim looks at me like machine gun bullets are coming out of his eyes. And then he calmly sends Andrew over to the factory to pick up three new hats. Which is usually my job. So guess what Mr. Stroheim tells me to do?

EUGENE. What?

STAN. He tells me to sweep up. He says, for this week I'm the cleaning man.

EUGENE. I can't believe it.

STAN. Everybody is watching me now, waiting to see what I'm going to do. [*EUGENE nods in agreement.*] . . . Even Andrew stopped crying and watched.

Identify Cause-and-Effect Relationships What events lead to Mr. Stroheim's becoming angry with Stan?

Identify Cause-and-Effect Relationships Why does Mr. Stroheim make Stan the cleaning man? What do you think will be the effect of this action?

Vocabulary

astounded (æs toun' ded) v. overwhelmed with sudden surprise or amazement

from Brighton Beach Memoirs 765

UNIT SIX

Teach

Reading Skill

3

Identify Cause-and-Effect

Relationships Andrew's broom knocks a can of linseed oil onto three expensive hats. Mr. Stroheim says that the money for the hats will come out of Andrew's pay. Stan argues that it isn't fair.



For additional reading skill or strategy practice, see Unit 6 Teaching Resources, p. 62.

Reading Skill

4

Identify Cause-and-Effect

Relationships Stroheim is punishing Stan. Students may predict that Stan will refuse to do it.

Cultural History

A Trilogy of Plays *Brighton Beach Memoirs* is the first play in a trilogy, or collection of three works, that include *Biloxi Blues* and *Broadway Bound*. All three plays are loosely based on the playwright's own experiences growing up in the 1930s and 1940s. *Biloxi Blues* is about basic training for the Army in Biloxi, Mississippi. In *Broadway Bound*, Eugene and his brother, Stan, become comedy writers for a radio show.

Ask: Why do you think some authors write about their own experiences?

(Possible answer: Authors have unique experiences that they want to share with others.)

English Learners

DIFFERENTIATED INSTRUCTION



Advanced Have students work with a partner to read aloud one column or one page of text. One student should read the part of Stan and the other should read Eugene. Have students read the section one time for practice. On the second time through, encourage

students to add pacing and expression to their readings. Students should not read the stage directions aloud. When students have finished, have them switch parts and read the section two more times, as before.

UNIT SIX

Teach

Literary Element

1

Stage Directions

ENGLISH LEARNERS Ask: **Why does Eugene say that he's "dying"?**

(Eugene says this not because he's in pain, but because he can't believe what Stan is telling him. He's eager to know the outcome of Stan's story.)

Literary Element

2

Stage Directions The actor might exaggerate the accent or use big gestures to make Mr. Stroheim appear ridiculous.

Reading Skill

3

Identify Cause-and-Effect Relationships

If he writes the letter, Stan can keep his job. If he doesn't write it, he will be fired.

I felt the dignity of everyone who worked in that store was in my hands . . . so I grit my teeth, and I pick up the broom, and there's this big pile of dirt right in the middle of the floor . . .

EUGENE. Yeah?

STAN. . . . And I sweep it all over Mr. Stroheim's shoes. Andrew had just finished shining them this morning, if you want to talk about irony.

1 EUGENE. I'm dying. I'm actually dying.

STAN. [*enjoying himself*] You could see everyone in the place is about to bust a gut. Mrs. Mulcahy, the bookkeeper, can hardly keep her false teeth in her mouth. Andrew's eyes are hanging five inches out of their sockets.

EUGENE. This is the greatest story in the history of the world.

STAN. So Mr. Stroheim grabs me and pulls me into his back office, closes the door and pulls down the shades. He gives me this whole story how he was brought up in Germany to respect his superiors.³ That if he ever — [*in accent*] "did soch a ting like you do, dey would beat me in der cup until dey carried me away dead."

2

EUGENE. That's perfect. You got him down perfect.

3 **Superiors** are people of higher rank or position.

Stage Directions How might the actor playing Stan make this a funny moment?

766 UNIT 6 What Are Worthwhile Goals?



STAN. And I say, "Yeah. But we're not in Germany, old buddy."

EUGENE. You said that to him?

STAN. No. To myself. I didn't want to go too far.

EUGENE. I was wondering.

STAN. Anyway, he says he's always liked me and always thought I was a good boy and that he was going to give me one more chance. He wants a letter of apology. And that if the letter of apology isn't on his desk by nine o'clock tomorrow morning, I can consider myself fired.

3

EUGENE. . . . I would have had a heart attack . . . What did you say?

Identify Cause-and-Effect Relationships What will happen if Stan writes a letter of apology? What will happen if he doesn't?

Reading Practice

SPIRAL REVIEW



Evaluate Explain that evaluating is forming an opinion or making a judgment about something you're reading. Mr. Stroheim tells Stan that he must write a letter of apology or consider himself fired. What should Stan do? Ask students to evaluate Stan's situation and give him some advice.

SPIRAL REVIEW



Connect Explain that connecting means finding the links between what you read and your own experiences. Eugene says about Stan, "Either I worshipped the ground he walked on . . . or I hated him so much I wanted to kill him." Ask students if they have ever felt conflicting emotions about someone in their lives. Have students work in small groups to

exchange stories about having conflicting emotions. After students exchange stories about their experiences, ask students why they think people feel this way sometimes. Ask them to think about why sibling relationships in particular can cause people to feel conflicting emotions.

STAN. I said I was not going to apologize if Andrew still had to pay for the hats . . . He said that was between him and Andrew . . . and that he expected the letter from me in the morning . . . I said good night, walked out of his office, got my hat and went home . . . ten minutes early.

EUGENE. I'm sweating. I swear to God, I'm sweating all over.

STAN. . . . I don't know why I did it. But I got so mad. It just wasn't fair. I mean, if you give in when you're eighteen and a half, you'll give in for the rest of your life, don't you think?

EUGENE. I suppose so . . . So what's the decision? Are you going to write the letter?

STAN. *[thinks . . .]* . . . No! **4**

EUGENE. Positively?

STAN. Positively. Except I'll have to discuss it with Pop. I know we need the money. But he told me once you always have to do what you think is right in this world and stand up for your **principles**.

EUGENE. And what if he says he thinks you're wrong? That you should write the letter.

Stage Directions How might the actor show that his character is thinking?

Vocabulary

principles (prin' sə pəlz) *n. pl.* rules of personal conduct



STAN. He won't. He's gonna leave it up to me, I know it.

EUGENE. But what if he says, "Write the letter"?

STAN. Well . . . that's something we won't know until after dinner, will we? . . . *[He crosses into the house.]*

EUGENE. *[looks after him, then turns out to audience]* . . . All in all, it was shaping up to be one heck of a dinner. I'll say this though . . . I always had this two way thing about my brother. Either I **worshipped** the ground he walked on . . . or I hated him so much I wanted to kill him . . . I guess you know how I feel about him today. **5**

BQ **BIG Question** Why does Stan believe his father will allow him to make his own decision? What does this tell you about his father?

Identify Cause-and-Effect Relationships How does Eugene feel about Stan at this moment? What causes him to feel this way?

Vocabulary

worshipped (wur'shipt) *v.* adored or idolized

from Brighton Beach Memoirs **767**

UNIT SIX

Teach

Literary Element

4

Stage Directions He might look down or knit his brows.

BQ BIG Question

Stan's father has taught him that he must always do what he thinks is right and stand up for his principles. This implies that Stan's father is also fair and has taught his sons to make their own decisions. It is likely that he is a source of his son's values.

Cultural History

Life in Brooklyn Brighton Beach is a neighborhood of Brooklyn, a *borough*, or division, of New York City. New York has the highest population of any city in the United States. It has an international flavor. **Ask:** **How might life differ for someone growing up in New York City, as opposed to a small town?** *(There are more things to do and more varieties of people to meet. Larger cities can be more crowded and dangerous.)*

Reading Skill

5

Eugene is proud of Stan because Stan was brave enough to sacrifice for what he believed in.

Approaching Level

DIFFERENTIATED INSTRUCTION



Established Ask students to work in small groups to write a definition for the word *dignity*. First, have the group write a definition on their own. Then tell them to use a print or Internet dictionary to look up and write down the correct meaning. (Dignity means "nobility of character or manner" or "state or quality of being worthy, honorable,

esteemed.") Have a class discussion about what it means to behave with dignity and discuss why dignity is important to Stan. Ask groups for a modern example of someone who behaves with dignity. Have the groups share their examples with the class.

English Learners

DIFFERENTIATED INSTRUCTION

Intermediate Ask students to explain the meaning of Eugene's line "Holy mackerel." *(It was once a common expression of surprise.)* Then ask students to use a dictionary to find the meaning of the word *mackerel*. *(It's a type of fish.)*

After You Read

Assess

Respond and Think Critically

Possible answers:

1. Two humorous moments are Stan's description of the amazed workers about to "bust a gut" and his imitation of Mr. Stroheim.
2. Andrew accidentally spills oil on some hats. When Mr. Stroheim decides that the money for the hats will come out of Andrew's paycheck, Stan defends Andrew. Mr. Stroheim announces that Stan is now the cleaning man. Stan sweeps dirt on his boss's feet, and Stroheim demands an apology.
3. Stan feels he is standing up for everyone in the store. Students will probably agree that they would feel the same, since Stan is a sympathetic character who takes a brave stand.
4. They are close enough to share secrets and trust each other. Eugene obviously looks up to Stan. Eugene also shows his feelings for Stan in statements to the audience.
5. Mr. Stroheim believes that bosses should be respected without question. Stan thinks that bosses should treat their workers with respect. Students will probably agree with Stan.
6. Stan values fairness, kindness, and loyalty to other workers. He does not look down on people of different skin colors. He believes in standing up for his principles even if he will suffer for them.

After You Read

Respond and Think Critically

1. Although the subject of this scene is serious, the playwright uses humor. What are two humorous moments from the scene? **[Identify]**
2. Use your own words to retell what led to Stan's being fired. **[Summarize]**
3. As Stan describes his confrontation with Mr. Stroheim, he says, "I felt the dignity of everyone who worked in that store was in my hands." What does he mean? How would you feel in his place? **[Interpret]**
4. How do Stan and Eugene feel toward each other? Use examples from the scene to explain their relationship. **[Analyze]**
5. What is Mr. Stroheim's opinion about the way that bosses and workers should treat one another? Where did he learn this? How does Stan feel about this? How do you feel about this? **[Evaluate]**
6. **BQ** **BIG Question** What principles are important to Stan? How do his principles affect his choices? **[Conclude]**

TIP

Interpreting

Remember that when you interpret, you use your own understanding to decide what something means.

- Find the quotation in the selection.
- Reread what happens before and after the quotation. Think about the meaning of *dignity*.
- In your own words, explain what Stan means. How would you feel if this had happened to you?



Keep track of your ideas about the **BIG Question** in your unit Foldable.

Daily Life and Culture

The Changing Face of Brighton Beach

Brighton Beach, Manhattan Beach, and Coney Island are neighborhoods in Brooklyn, New York. In 1868 Brighton Beach was developed as a beach resort with a grand hotel. In the late 1800s and early 1900s, a flood of working-class immigrants moved to New York City from Europe, hoping for a better life. The immigrants brought with them their own traditional values, especially a strong belief in the importance of family. Many of these families eventually moved into housing projects and huge apartment buildings in Brighton Beach.

Group Activity Discuss the following questions with your classmates.

1. How does the information in this passage help you understand the situation of the Jerome family?
2. How does reading this passage help you understand Stan's choices? How does it help you understand Mr. Stroheim's choices?



768 UNIT 6 What Are Worthwhile Goals?

Daily Life and Culture

Group Activity

1. The Jerome family is probably a middle-class family who needs all its members working in order to sustain their lifestyle. They probably live in a housing project or an apartment near other Jewish families.
2. Stan must work to help support his family. Mr. Stroheim is a recent immigrant from Germany who is applying the values he learned as a child to a difficult situation in his new country.

Literary Element Stage Directions

Test Skills Practice

1. The stage directions in a play can reveal all of the following except
 - A. what the characters say.
 - B. the way the characters look.
 - C. the way the characters move.
 - D. the way the play's sets and costumes look.

Review: Dialogue

As you learned on page 103, **dialogue** is the conversation between characters in a literary work. In a play, the story is told mainly through dialogue. As the characters talk, the dialogue reveals what is happening and conveys what characters are thinking and feeling.

Test Skills Practice

2. The dialogue in this scene from *Brighton Beach Memoirs* does all of the following except
 - A. show something about how the characters feel and think.
 - B. tell how the sets should look.
 - C. tell about action that takes place off stage.
 - D. advance the plot by setting up the conflict.

Reading Skill Identify Cause-and-Effect Relationships

3. In this scene, what event sets the action in motion?
4. What is the effect of Stan's sweeping dirt onto Mr. Stroheim's shoes?
5. What is Eugene's reaction to Stan's story? What causes him to react this way?

Vocabulary Practice

Synonyms are words that have the same or nearly the same meaning. **Antonyms** are words that have opposite meanings. Identify whether the word pairs in each set are synonyms or antonyms. Then write a sentence using the first word of each pair or draw or find a picture that represents the word.

temporarily and briefly
astounded and surprised
worshipped and hated
principles and beliefs

Example:

temporarily and briefly = synonyms

Sentence: I was temporarily locked out of my house when I forgot my keys.

Academic Vocabulary

An accident **triggered** a disagreement between Mr. Stroheim and Stan. In the preceding sentence, *triggered* means "began or brought about." Think about what happened in the scene. Then fill in the blank for this statement: The accident that triggered the disagreement was _____.



Literature Online

Selection Resources For Selection Quizzes, eFlashcards, and Reading-Writing Connection activities, go to glencoe.com and enter QuickPass code GL19756u6.

from Brighton Beach Memoirs 769

After You Read

Literary Element

1. A. Anything the characters say is contained in dialogue.
2. G. The dialogue does not tell about how the sets should look.

Reading Skill

3. Andrew accidentally spills linseed oil on the hats.
4. Mr. Stroheim becomes angry and threatens to fire Stan if he doesn't write a letter of apology.
5. Eugene is amazed that Stan stood up to his boss. He greatly admires his brother's courage.

Vocabulary Practice

temporarily and briefly = synonyms
astounded and surprised = synonyms
worshipped and hated = antonyms
principles and beliefs = synonyms
Sample sentences:
The ATM is temporarily out of money.
He was astounded to see his best friend on television.
The little girl worshipped her favorite cartoon character.
Anya's parents taught her to stand up for her principles.

Academic Vocabulary

The accident that triggered the disagreement was the spill of the linseed oil onto the hats.

Writing Practice

Dramatic Memoir First remind students that a memoir is a first-person retelling of a past event. Explain that memoirs are usually prose narratives, but sometimes can take other forms as well—such as drama.

Ask students to think of an incident from their lives that would make a good dramatic memoir. First, have them sketch out the details of the

experience. Then, tell them to list the characters that will be part of the retelling. Finally, have them dramatize the experience. Remind them that they can suggest a setting and provide stage directions, but the experience itself must be told exclusively through dialogue.

After You Read

Assess

For additional assessment, see Assessment Resources, pp. 153–154.

Respond Through Writing

Review

Students' reviews should address the scene's strengths and weaknesses, including evidence from the selection to support their positions. Reviews should show the correct use of end punctuation and ellipses.

Writing Plan

Students' reviews should

- include a thesis statement
- be organized with an introduction, development, and conclusion
- include evidence from the play for support
- include at least one direct quote from the play

For grammar practice, see Unit 6 Teaching Resources, p. 65.



Respond Through Writing

Review

Convince an Audience In this scene from *Brighton Beach Memoirs*, Eugene learns something important about his brother's character. Write a short review that describes the scene's strengths and weaknesses and convinces an audience that the play is worth seeing.

Understand the Task A review should help readers decide whether or not to read—or see—a play. For this review, your audience will be other students your age. Ask yourself, why would other students enjoy reading or seeing this scene? Think about the way vivid, descriptive word choices can make your review more persuasive.

Prewrite Think of at least three strengths or weaknesses of the scene. You might want to consider its theme, characters, humor, or dialogue. Give evidence from the selection that explains each strength or weakness. Keep track of your ideas in a chart like the one below.

Strengths and Weaknesses	Evidence
character (strength)	Stan stands up for someone who has been treated unfairly.

Draft Before you begin drafting, make an overall plan. For example, you may decide to write an introduction, a paragraph about each strength or weakness, and a conclusion. After you figure out your plan, write your thesis statement first. This sentence frame might help you:

I believe that this scene from *Brighton Beach Memoirs* is _____ because of its _____.

Revise After you have written your first draft, read it to determine whether you have anticipated a reader's counterarguments. A counterargument is a statement that challenges your thesis statement. Make sure that you have chosen the strongest possible evidence to support your positions on the scene's strengths and weaknesses. Be sure to include direct quotations from the play. Also make sure that your ideas are presented clearly and in the most effective order.

Edit and Proofread Proofread your paper, correcting any errors in spelling, grammar, and punctuation. Review the Grammar Tip in the side column for information on end punctuation and the use of ellipses.

Learning Objectives

For page 770

In this assignment, you will focus on the following objective:

Writing: Writing a review.

Grammar Tip

End Punctuation and Ellipses

When writing a review, you can use periods, question marks, or exclamation points to end your sentences. However, do not use exclamation points often in formal writing.

Some sentences from this scene contain **ellipses** (sets of three periods). Ellipses often show that words have been left out. Here, they show that a character is pausing or his words are trailing off. For example:

Fired? . . . You mean for good?

Quoting a passage that ends with an ellipsis is just like quoting a passage that doesn't end with an ellipsis. Put a comma or period after the ellipsis but inside the quotation marks.

770 UNIT 6 What Are Worthwhile Goals?

Advanced Learners

DIFFERENTIATED INSTRUCTION



Dinner Scene In *Brighton Beach Memoirs*, "The Infamous Dinner" is how Eugene describes the scene in which Stan talks to their father about the incident with Mr. Stroheim. Eugene says that "The tension in the air was so thick, you could cut it with a knife. Which is more than I could say for the liver." Ask students to think about what

might happen at dinnertime when Stan tells his parents about the incident at his work. How do they think the parents will react? Have students work in small groups to improvise and rehearse a short dinner scene in which Stan tells his parents about the incident with Mr. Stroheim. Each student in the group should play a role, and girls should play the roles of

boys, when necessary. After the scenes have been rehearsed, have groups perform them for the class.

Knowledge and Wisdom



Mother and Daughter Looking at Stars Through Telescope. Rob Colvin.

BQ BIG Question What Are Worthwhile Goals?

In the picture, how are the mother and daughter reaching for knowledge and wisdom? What steps have you taken to know more about the world?

Approaching Learners

DIFFERENTIATED INSTRUCTION



Established Explain that words like *knowledge* and *wisdom* have similar dictionary meanings but different **connotations**. A connotation is an idea that people associate with a word. Have students work in small groups to discuss and brainstorm connotations for *knowledge* and *wisdom*. For example,

students may connect *knowledge* with learning a new fact, but they may associate *wisdom* with an older person who has learned from many life experiences.

Part 2: Knowledge and Wisdom

Ask: Why might it be a worthwhile goal to gain knowledge and wisdom? (Possible answers: Knowledge and wisdom help you understand yourself and the world around you. Knowledge can increase your skills, which may make your life easier; wisdom can help you avoid making mistakes.)

View the Art

In the picture, the mother and daughter appear to be “reaching” beyond their physical borders in order to explore the constellations and stars of the night skies. Students may say that they also seek knowledge beyond their own environment.

BQ BIG Question

The mother and daughter are using a scientific tool to attain knowledge of space. Students may suggest reading books, taking classes, and talking with people to learn more about the world.



For additional support for English Learners, see Unit 6 Teaching Resources, p. 19.

Focus

Summary

This article tells the story of *Best Buddies*, which started as a college service project and grew into an international volunteer association. The organization pairs developmentally disabled adults with people in the community. It promotes friendships and greater integration of the mentally challenged in society.

For summaries in languages other than English, see Unit 6 Teaching Resources, pp. 70–75.

Teach

Reading Skill

1

Distinguish Fact and Opinion Point out that there are examples of both fact and opinion in what Shriver says.

Ask: What is one example of a fact in the opening paragraph? (Possible response: He had on big boots with laces untied.) What is one example of an opinion? (Possible response: Jorge is very hard to understand.)

For additional reading skill or strategy practice, see Unit 6 Teaching Resources, p. 76.

Learning Objectives

For pages 772–774

In studying this text, you will focus on the following objectives:

Reading:

Previewing.

Distinguishing fact and opinion.

Set a Purpose for Reading

As you read, think how you could use your talents to improve some condition in the world.

Preview the Article

1. What does the **title**, also called the headline, suggest about Anthony Shriver's program?
2. Look at the **deck**, which is the information that appears before the first paragraph. What details does the deck provide about the article?

Reading Skill Distinguish Fact and Opinion To **distinguish fact from opinion**, think about statements that can be proven and statements based on feelings or views.

1

Fact

Opinion

772 UNIT 6 What Are Worthwhile Goals?

Reading Practice



Distinguish Fact and Opinion This article contains numerous opinions. Suggest that students keep a T chart as they read to divide the facts from the opinions. Model creating a chart on the board.

If students need further help distinguishing fact from opinion, ask the class for other examples of facts and opinions. (Fact: Your sweater is red. Opinion: That's a nice sweater.)

Best of BUDDIES

Anthony Shriver's program for the mentally disabled encourages people to stop staring and start sharing.

By Kevin Gray and Cindy Dampier

Anthony Kennedy Shriver is thinking about the day in 1994 when he and Jorge Mentado,¹ 39, went shopping together. Shriver and Mentado, who is mentally challenged, are good friends. "You'd think World War III² had broken out," says Shriver, with a chuckle. "Jorge is very hard to understand. He had on big boots with the laces untied. In [one shop], he'd say hello to every pretty girl and talk to the salespeople. One woman came in with a little dog, and Jorge started petting it. It was like a movie. People need to see that sort of thing."

¹ *Jorge Mentado* (hōr' hā măn tă' dō).

² *World War III* is a name people use for the next global war. World Wars I and II took place in the twentieth century.

Fact

"People need to see that sort of thing."

Opinion

Anthony Shriver is thinking about the day in 1994

Teach

Readability Scores

Dale-Chall: 7.6

DRP: 60

Lexile: 930

Teaching Note

Distinguish Fact and Opinion Tell students that it is easier to form their own opinions of a text when they know how much of it is true and how much of it is someone else's opinion. They can look objectively at the facts and then decide whether they agree with the opinions.

To check students' understanding of the selection, see Unit 6 Teaching Resources, pp. 77–78.



Stephan Ellison/Corbis Outline

Shriver teams up with buddy Jorge Mentado (left).

Shriver is founder and president of Best Buddies. The main goal of Best Buddies is to better the lives of people with mental disabilities. The program helps them to make new friends and to find jobs. Another goal “is to make it so people won’t stare,” says Shriver. “So, when you go downtown or into a church, they’re used to having people with mental disabilities in there.”

Shriver came up with the idea in 1987 while he was a student at Georgetown University. “I saw a lot of my buddies not doing a whole heck of a lot in the community,” he says. “I figured it wouldn’t take a huge effort for them to integrate³ someone into

their daily routine.” Fifty volunteers came to Shriver’s first Best Buddies meeting. He paired them with people from group homes⁴ and special schools. After Shriver graduated, interest in the project continued. He received calls from students who wanted to start branches of Best Buddies at other colleges.

“I thought I’d just take a couple of months to get this going at a couple of other colleges. I never stopped,” recalls Shriver.

Since then, Best Buddies has grown to include more than 6,500 “buddies.” Today, Best Buddies International Inc. has branches in all 50 states and in

³ To **integrate** something is to bring together or make something part of a whole.

⁴ **Group homes** give mentally disabled people an opportunity to live away from family.

TIME 773

English Learners

DIFFERENTIATED INSTRUCTION



Intermediate English learners may be particularly sensitive to the idea of a population that is excluded from society. As a class, discuss the ways a program like Best Buddies could help someone fit in. **Ask:** **Have**

you ever seen anyone singled out because they were different? What could you do about it? Encourage students to discuss how they could help others fit in at school or in the community.

Assess

Respond and Think Critically

Possible answers:

1. Students' summaries should note that Anthony Kennedy Shriver began a program called Best Buddies to help people understand more about those with mental disabilities. The program has been very successful, partnering hundreds of people and finding jobs and homes for those with mental disabilities around the world.
2. Difficulties might include communication difficulties and unwelcome attention from others. Rewards would include the friendship and the fulfillment of helping someone.
3. Students should recognize that prejudice and fear have excluded people with disabilities for centuries.
4. Students will probably say that it seems effective. Other methods might include integrating schools or creating a similar program that would pair children from a young age.
5. Students' answers will vary according to how they fill out the graphic organizer. Responses should mention that facts help an article sound believable, while different opinions in an article may affect the article's authority.
6. Students may say that helping others can lead to friendships and connections with those who are unlike them, expanding their view of what is possible. They may say that by giving their time to unselfish goals, they will have opportunities to gain wisdom.

more than 12 countries. There are even branches in middle schools and high schools and in corporations and churches. Best Buddies Jobs trains the mentally challenged so they can get professional jobs, not just jobs bagging groceries. Shriver believes everyone has a special talent. "It's up to us," he says, "to create opportunities for these individuals to develop and share their skills."

Best Buddies helps people to realize what they have in common, instead of focusing on differences. In schools, students are paired with kids in special education. These friends meet weekly to have lunch, shop, go to an event, or just hang out and talk.

Judy Hales of Miami, whose mentally challenged son David, 12, has a buddy, calls the program a roaring

success. "The first time David went out," she says, "our family all said, 'Where's David?' because he never got to go out without one of us." George Zitnay, an expert on mental disabilities, says getting people like David into the community is a great idea. "People with mental disabilities have been isolated⁵ for too long," says Zitnay. "Best Buddies addresses the need for valued friendship."

Shriver's hope is that one day Best Buddies will no longer be needed. "Hopefully, people will just start having these friendships naturally," he says. Until then, Best Buddies will continue educating students, employers, and communities about the needs and abilities of people with mental disabilities.

⁵ To be **isolated** is to be set or kept away from others.

Respond and Think Critically

1. Write a brief summary of the main ideas in this article. For help on writing a summary, see page 170. [\[Summarize\]](#)
2. **Text to Self** What might be some of the difficulties and rewards of befriending someone who is mentally challenged? [\[Connect\]](#)
3. Why have people with mental disabilities been isolated for so long? [\[Infer\]](#)
4. Does Best Buddies seem like an effective way of integrating people with disabilities into the

community? Explain. What other methods might achieve the same goal? [\[Evaluate\]](#)

5. **Reading Skill Distinguish Fact and Opinion** Look back at your graphic organizer. Does the article contain mostly facts, mostly opinions, or a mix of both? Are the opinions balanced—that is, does the article include opinions from both sides of the issue? Explain.
6. **BQ BIG Question** How might helping others help you achieve knowledge? How might it be a source of wisdom?

774 UNIT 6 What Are Worthwhile Goals?



Writing Practice

Interpret Ask students to think of the important facts and details in the article. Then have them write one or two paragraphs from the point of view of Anthony Kennedy Shriver explaining what Best Buddies is for and why he founded it. Make sure students end their paragraphs with an explanation of the results he hopes to gain.

Before You Read

The Phantom Tollbooth, Act One

Connect to the Play

Think about what it feels like to have nothing to do. How do you keep from getting bored?

List Make a list of your hobbies and interests. Then list topics you would like to learn more about. What, if anything, keeps you from pursuing these goals?

Build Background

The Phantom Tollbooth is based on a book by Norton Juster. As you read, you will come across wordplay and puns.

Wordplay is just what it sounds like—the playful use of words. Wordplay is usually quick, clever, and funny. For example, the Whether Man says, “After all, it’s more important to know whether there will be weather than what the weather will be.” Wordplay occurs in the repeated sounds of *whether* and *weather*.

A **pun** is a kind of wordplay—a joke involving two meanings of the same word, or two words with the same sound. For example, one character says, “Why not wait for your just desserts?” In this sentence, *desserts* means both “what is deserved” and “sweet food served at the end of a meal.”

Vocabulary

guaranteed (gar’ən tēd’) *v.* made certain; promised (p. 779). *The chef guaranteed a delicious dinner for the guests.*

consideration (kən sīd’ə rā’shən) *n.* thought or reflection (p. 786). *After careful consideration, Sam decided to volunteer at the retirement center.*

ferocious (fə rō’shəs) *adj.* fierce and violent (p. 787). *In his dream, Juan was attacked by a ferocious monster.*

assortment (ə sōrt’mənt) *n.* a collection of different things (p. 789). *Molly found an assortment of crayons, markers, and paints in the art supply box.*

ignorance (ig’nər əns) *n.* state of lacking in knowledge or education (p. 796). *In his ignorance, Tom broke the rules at his new school.*

Meet Susan Nanus

Writer for Stage and Screen

Susan Nanus is an award-winning writer of scripts and adaptations of books for theater, movies, and television. For example, *The Phantom Tollbooth* is a book by Norton Juster. Nanus adapted the story as a play.

Literary Works Nanus has written and co-written many scripts, including *Harvest of Fire*, for which she won an award from the Writers Guild of America in 1997.

Susan Nanus lives in Los Angeles, California.



Literature Online

Author Search For more about Susan Nanus, go to glencoe.com and enter QuickPass code GL19756u6.

Before You Read

Focus

Bellringer Options

Say: *Imagine what life would be like without words. How would your life be different?* Ask students to discuss these questions in small groups, and then hold a brief class discussion.

Say: *Now imagine what life would be like without numbers. How would your life be different?* Invite the groups to discuss this question.

Vocabulary

Write the following sentences on the board. Ask students to write the sentence endings and include one of the vocabulary words.

1. I wasn’t sure about the answer to the question, so I gave it _____. (*some consideration*)
2. When my mother invited friends over for dinner, she prepared _____. (*an assortment of foods*)
3. Because safety features were important to car buyers, the auto dealership _____. (*guaranteed the safety of their cars.*)

The Phantom Tollbooth, Act One 775

English Learners

DIFFERENTIATED INSTRUCTION



Vocabulary Preteaching Use related words to help students understand the selected vocabulary. Students may be familiar with the following words:

- *ignore*: to refuse to notice
- *sort*: to arrange into categories
- *consider*: to think carefully about

Act out these words for students by turning your back for *ignore*, pretending to *sort* items with your hands, and putting your hand to your chin for a thoughtful pose for *consider*. Then, ask students to explain how the words *ignore*, *sort*, and *consider* relate to the words *ignorance*, *assortment*, and *consideration*.

Approaching Level

DIFFERENTIATED INSTRUCTION



Vocabulary Preteaching **Ask:** *Would you want your neighbors to guarantee that their ferocious dog stays in their backyard? Should careful consideration be given to ending ignorance? Would a librarian be able to guarantee that her library has an assortment of reading materials?* Ask students to explain their responses.

Before You Read

Focus

Summary

Milo is bored. Then he finds a package containing a tollbooth, a map, and a book of rules. In his toy car he follows the map to the City of Dictionopolis in the Land of Wisdom. He stops in the Land of Expectations and gets stuck in the Doldrums. He is joined by Tock, a watchdog who tells him of the Princesses Rhyme and Reason, banished by the two Kings of Wisdom. At the word market of Dictionopolis, Milo meets King Azaz's ministers, who take him to a royal banquet. Azaz orders Milo, the Humbug, and Tock to rescue the princesses.

For summaries in languages other than English, see Unit 6 Teaching Resources, pp. 79–84.

Literary Element

Act and Scene Encourage students to see the connection between settings and the play's episodic organization.

Reading Strategy

Paraphrase Paraphrasing is a way of making sure you understand. If students have trouble paraphrasing something, they may need to reread it and try again.

TRY IT

Students may say that a volcano is a mountain with a hole that spurts forth lots of fiery rock and gases.

Set Purposes for Reading

BQ BIG Question

As you read, ask yourself what happens when a person has no worthwhile goals?

Literary Element Act and Scene

Plays are divided into **acts** and **scenes**. Most plays have two or more acts, but short plays often have only one act. Acts are sometimes further divided into scenes. Scene changes often signal a new setting. When a play is performed, the lights may darken between scenes while the setting is changed.

A playwright uses acts and scenes to divide a play into its most important parts. When you read a play, stage directions at the beginning of a new act and scene can help you understand the setting and learn about characters.

As you read, ask yourself, how do the different scenes help readers understand the organization of Act One?

Reading Strategy Paraphrase

When you **paraphrase**, you put what you read into your own words. Unlike a summary, a paraphrase is usually about the same length as the original passage. When you paraphrase, you might want to look away from the page you are reading. Imagine that you are explaining it to a teacher or friend.

Paraphrasing helps you remember what you have read and tests whether you have understood it. Paraphrasing also helps you organize information and understand the meaning of difficult text.

To paraphrase, you should

- read a passage
- think about the author's meaning
- restate the meaning in your own words

You may find it helpful to use a graphic organizer like the one below.

Line from the Play	My Paraphrase
Funny thing is, time can pass very slowly or very fast, and sometimes even both at once.	Many people are too bored or busy to notice that time has passed.

Learning Objectives

For pages 775–800

In studying this text, you will focus on the following objectives:

Literary Study: Analyzing drama.

Reading: Paraphrasing.

TRY IT

Paraphrase You are helping your friend with a science project on volcanoes. The dictionary says a volcano is an "opening in the surface of Earth from which molten rock, gases, and rock fragments are expelled." How would you put this into your own words so your friend can understand it?

776 UNIT 6 What Are Worthwhile Goals?

Reading Practice



Preview Explain to students that previewing is looking over a selection before they read it. Ask students to scan the title, cast of characters, and list of sets. Then ask them to skim the play to get a sense of its style. Ask students what they might expect this play to be about after previewing this selection. (*Students may say that the sets indicate that the setting changes from a normal place to two imaginary places. They might predict that this play will be whimsical and humorous.*)



Interpret Explain that interpreting means making meaning from the details presented in the text. Ask students to interpret the fourth sentence of the Clock's opening monologue. (*Students may say that time always passes at the same rate but that it can seem like it moves faster or slower depending on how you feel.*)

The Phantom Tollbooth

Susan Nanus

based on the book by Norton Juster

Cast [in order of appearance]

The Clock
Milo, a boy
The Whether Man
Six Lethargarians
Tock, the Watchdog (same as The Clock)
Azaz the Unabridged, King of Dictionopolis
The Mathemagician, King of Digitopolis
Princess Sweet Rhyme
Princess Pure Reason
Gatekeeper of Dictionopolis
Three Word Merchants
The Letterman (Fourth Word Merchant)
Spelling Bee
The Humbug
The Duke of Definition
The Minister of Meaning
The Earl of Essence
The Count of Connotation
The Undersecretary of Understanding
A Page

The Sets

MILO'S BEDROOM—with shelves, pennants, pictures on the wall, as well as suggestions of the characters of the Land of Wisdom.

THE ROAD TO THE LAND OF WISDOM—a forest, from which the Whether Man and the Lethargarians emerge.

DICTIONOPOLIS—a marketplace full of open-air stalls as well as little shops. Letters and signs should abound.

Teach

Writer's Technique

A Cast of Characters A cast is the list of characters in a play. It can also refer to the group of actors who are playing the characters. In this play, the characters are listed in order of appearance. As students read the first scene, ask them to think about why the Spelling Bee is listed as appearing before Milo. *(A kite in Milo's room looks like the Spelling Bee, so the actor playing this character probably appeared as a kite in this scene.)*



For an audio recording of this selection, use Listening Library Audio CD-ROM.

The Phantom Tollbooth, Act One 777

Approaching Level

DIFFERENTIATED INSTRUCTION



Established Tell students that many movies have act and scene structures that are similar to plays. Ask students to work in small groups to describe three scenes from a popular movie with which they are all familiar, such as one of the Harry Potter movies or the Star Wars movies. In their groups, ask students to identify the main action of each scene, the

setting, and the major characters involved in each scene. Write an example on the board from the first Harry Potter movie:

1. Scene: Harry Goes to Hogwarts

Setting: Platform Nine and Three Quarters and the train

Major Characters: Harry, Ron, and Hermione

Teach

Reading Strategy

1

Paraphrase Students may say that you should value your time by filling it with interesting activities.

For additional reading skill or strategy practice, see Unit 6 Teaching Resources, p. 86.

Literary Element

2

Act and Scene The scene is in Milo's bedroom. The lighting effects make the setting a surprise and create a mysterious tone.

For additional literary element practice, see Unit 6 Teaching Resources, p. 85.

Writer's Technique

Monologue A monologue is a section of speech delivered by one character. In a monologue, a character may speak to another character or to the audience. **Ask:** *To whom does the Clock deliver this monologue? Why do you think the author begins the play by having a character give a monologue?* (The Clock speaks to the audience. Students may say that the author wants to convey important information, set a mood, or establish a theme).

Act One

SCENE 1

[The stage is completely dark and silent. Suddenly the sound of someone winding an alarm clock is heard, and after that, the sound of loud ticking is heard.]

LIGHTS UP on the CLOCK, a huge alarm clock. The CLOCK reads 4:00. The lighting should make it appear that the CLOCK is suspended in mid-air (if possible). The CLOCK ticks for 30 seconds.]

CLOCK. See that! Half a minute gone by. Seems like a long time when you're waiting for something to happen, doesn't it? Funny thing is, time can pass very slowly or very fast, and sometimes even both at once. The time now? Oh, a little after four, but what that means should depend on you. Too often, we do something simply because time tells us to. Time for school, time for bed, whoops, 12:00, time to be hungry. It can get a little silly, don't you think? Time is important, but it's what you do with it that makes it so. So my advice to you is to use it. Keep your eyes open and your ears perked. Otherwise it will pass before you know it, and you'll certainly have missed something!

Things have a habit of doing that, you know.

Paraphrase Retell the Clock's advice in your own words.

778 UNIT 6 What Are Worthwhile Goals?

Literary Element Practice



Metaphor Explain to students that a metaphor is a figure of speech that compares seemingly unlike things. Have students read Robert Frost's "The Road Less Traveled." After discussing the meaning of the two roads in the poem, ask students to explain why the road acts as a metaphor. **Ask:** *What two things are being compared in this poem?* (Life choices and roads.) Then ask them to revisit the Whether Man's statement that

Being here one minute and gone the next.

In the twinkling of an eye.

In a jiffy.

In a flash!

I know a girl who yawned and missed a whole summer vacation. And what about that caveman who took a nap one afternoon, and woke up to find himself completely alone. You see, while he was sleeping, someone had invented the wheel and everyone had moved to the suburbs.¹ And then of course, there is Milo. [LIGHTS UP to reveal MILO's Bedroom. The CLOCK appears to be on a shelf in the room of a young boy—a room filled with books, toys, games, maps, papers, pencils, a bed, a desk. There is a dartboard with numbers and the face of the MATHEMAGICIAN, a bedspread made from KING AZAZ's cloak, a kite looking like the SPELLING BEE, a punching bag with the HUMBUG's face, as well as records, a television, a toy car, and a large box that is wrapped and has an envelope taped to the top. The sound of FOOTSTEPS is heard, and then enter MILO dejectedly.² He throws

¹ Suburbs are neighborhoods on the outer edge of a city.

² When Milo enters *dejectedly*, he walks as if he is sad and depressed.

Act and Scene Where is this scene set? Why do you think the complete setting wasn't shown at the beginning of the scene?

"there are no wrong roads to anywhere." **Ask:** *In what sense is this true? In what sense could it be untrue?* (Students may say that is true in the sense that every road, or choice in life, leads to a destination. It could be false in the sense that a road, or a choice, could be wrong and lead the chooser to a place he or she may later regret.)

Time is important, but it's what you do with it that makes it so. So my advice to you is to use it.

down his books and coat, flops into a chair, and sighs loudly.] Who never knows what to do with himself—not just sometimes, but always. When he's in school, he wants to be out, and when he's out, he wants to be in. [During the following speech, MILO examines the various toys, tools, and other possessions in the room, trying them out and rejecting them.] Wherever he is, he wants to be somewhere else—and when he gets there, so what. Everything is too much trouble or a waste of time. Books—he's already read them. Games—boring. T.V.—dumb. So what's left? Another long, boring afternoon. Unless he bothers to notice a very large package that happened to arrive today.

MILO. [Suddenly notices the package. He drags himself over to it, and disinterestedly reads the label.] "For Milo, who has plenty of time." Well, that's true. [Sighs and looks at it.] No. [Walks away.] Well . . . [Comes back. Rips open envelope and reads.]

A VOICE. "One genuine turnpike tollbooth, easily assembled at home for use by those who have never traveled in lands beyond."

Paraphrase What is Milo's problem?

Visual Vocabulary

A **toll** is a fee drivers pay to use a road or a bridge. Before entering a toll road, a driver must stop at a **tollbooth** and pay a fee.



mentioned.] "One [1] genuine turnpike tollbooth to be erected according to directions. Three [3] precautionary³ signs to be used in a precautionary fashion. Assorted coins for paying tolls. One [1] map, strictly up to date, showing how to get from here to there. One [1] book of rules and traffic regulations which may not be bent or broken. Warning! Results are not **guaranteed**. If not perfectly satisfied, your wasted time will be refunded."

MILO. [Skeptically.⁴] Come off it, who do you think you're kidding? [Walks around and examines tollbooth.] What am

³ **Precautionary** signs are warning signs.

⁴ **Skeptically** means "doubtfully" or "with suspicion."

Vocabulary

guaranteed (gar'ən tēd') v. made certain; promised

UNIT SIX

Teach

Reading Strategy

3

Paraphrase He is bored with his life.

Writer's Technique

Props Props are the objects and furniture used on the stage during a play. Sometimes the objects are actual things people could use, such as a brush for brushing hair. Often, they are specially made objects. Milo's car doesn't actually work, but it creates the impression of a car for the audience. The audience uses imagination when viewing props such as these, accepting the props for what they are supposed to be.

Ask: What does the tollbooth look like? How would you create the prop tollbooth? What materials would you use? (The tollbooth is made of a vertical post and a movable crossbar. You would need something heavy to make the base for the post. You could use cardboard or other light material for the crossbar.)

The Phantom Tollbooth, Act One 779

Approaching Level

DIFFERENTIATED INSTRUCTION

Emerging Ask students to explain the meaning of the line "I know a girl who yawned and missed a whole summer vacation." (She wasted her summer vacation by being tired and bored.) Ask students to explain the difference between literal language (words that can be understood word for word) and figurative

language (a creative or unusual way of saying something). Ask students whether the Clock's line is an example of literal or figurative language (figurative). Finally, have students look for other instances of figurative language as they read.

English Learners

DIFFERENTIATED INSTRUCTION

Intermediate A *twinkle* means a bright burst of light, such as is given off by a star. A *flash* means the same. A *jiffy* is an informal word for a very short time. Ask students to explain the meaning of the expressions *in the twinkling of an eye*, *in a jiffy*, and *in a flash*. (All mean a very quick amount of time.)

Teach

Literary Element

1

Act and Scene The stage darkens while one sound changes into another sound.

BQ BIG Question

Milo needs a goal, or destination, to motivate him.

ADVANCED **Say:** A destination is the intended end of a journey. How does the idea of traveling to a destination serve as a metaphor for life?

(Students may say that people travel through life in a way that is similar to how they might travel on trip. They can wander aimlessly without a goal, or they can have a set goal in mind.)

Writer's Technique

Voice-Over A voice-over is a technique often used in movies, in which a person's voice is recorded over the film. In this play, the writer uses a similar technique by having a Voice speak when Milo opens the package. **Ask:** If you were directing this play, how would you direct the actor playing the Voice to speak these lines? (One way to direct the actor would be to ask him or her to speak in a deep, ominous tone to create mystery.)

You never know how things are going to get started. But when you're bored, what you need more than anything is a rude awakening.

I supposed to do with this? [*The ticking of the CLOCK grows loud and impatient.*] Well . . . what else do I have to do. [*MILO gets into his toy car and drives up to the first sign.*]

VOICE. "HAVE YOUR DESTINATION IN MIND."

MILO. [*Pulls out the map.*] Now, let's see. That's funny. I never heard of any of these places. Well, it doesn't matter anyway. Dictionopolis. That's a weird name. I might as well go there. [*Begins to move, following map. Drives off.*]

CLOCK. See what I mean? You never know how things are going to get started. But when you're bored, what you need more than anything is a rude awakening.

[*The ALARM goes off very loudly as the stage darkens. The sound of the alarm is transformed into the honking of a car horn, and is then joined by the blasts, bleeps, roars and growls of heavy highway traffic. When the lights come up, MILO's bedroom is gone and we see a lonely road in the middle of nowhere.*]

BQ BIG Question Does Milo have a destination in mind? Why might this be good advice for Milo?

Act and Scene How do you know that this scene is ending?

780 UNIT 6 What Are Worthwhile Goals?

Listening and Speaking Practice

Perform a Scene Explain to students that the word *doldrums* means "in a dull or depressed mood" or "low spirits." (The word is also used to refer to a ship that is making no progress on its journey.) *Doldrums* is used as a plural word, and it is usually said that someone is "in the doldrums." Make seven copies of the scene between Milo and the Lethargarians, and have students act out this scene. Students playing the Lethargarians should recite their lines in

Act One



SCENE 2

THE ROAD TO DICTIONOPOLIS.

[*ENTER MILO in his car.*]

MILO. This is weird! I don't recognize any of this scenery at all. [*A SIGN is held up before MILO, startling him.*] Huh? [*Reads.*] WELCOME TO EXPECTATIONS.⁵ INFORMATION, PREDICTIONS AND ADVICE CHEERFULLY OFFERED. PARK HERE AND BLOW HORN. [*MILO blows horn.*]

WHETHER MAN. [*A little man wearing a long coat and carrying an umbrella pops up from behind the sign that he was holding. He speaks very fast and excitedly.*] My, my, my, my, my, welcome, welcome, welcome, welcome to the Land of Expectations, Expectations, Expectations! We don't get many travelers these days; we certainly don't get many travelers. Now what can I do for you? I'm the Whether Man.

MILO. [*Referring to map.*] Uh . . . is this the right road to Dictionopolis?

⁵ *Expectations* are things you hope for or look forward to.

WHETHER MAN. Well now, well now, well now, I don't know of any *wrong* road to Dictionopolis, so if this road goes to Dictionopolis at all, it must be the right road, and if it doesn't, it must be the right road to somewhere else, because there are no wrong roads to anywhere. Do you think it will rain?

MILO. I thought you were the Weather Man.

WHETHER MAN. Oh, no, I'm the Whether Man, not the weather man. *[Pulls out a SIGN or opens a FLAP of his coat, which reads: "WHETHER."]* After all, it's more important to know whether there will be weather than what the weather will be.

MILO. What kind of place is Expectations?

WHETHER MAN. Good question, good question! Expectations is the place you must always go to before you get to where you are going. Of course, some people never go beyond Expectations, but my job is to hurry them along whether they like it or not. Now what else can I do for you? *[Opens his umbrella.]*

MILO. I think I can find my own way.

WHETHER MAN. Splendid, splendid, splendid! Whether or not you find your own way, you're bound to find some way. If you happen to find my

way, please return it. I lost it years ago. I imagine by now it must be quite rusty. You did say it was going to rain, didn't you? *[Escorts MILO to the car under the open umbrella.]* I'm glad you made your own decision. I do so hate to make up my mind about anything, whether it's good or bad, up or down, rain or shine. Expect everything. I always say, and the unexpected never happens. Goodbye, goodbye, goodbye, good . . . *[A loud CLAP of THUNDER is heard.]* Oh dear!

[He looks up at the sky, puts out his hand to feel for rain, and RUNS AWAY. MILO watches puzzledly and drives on.]

MILO. I'd better get out of Expectations, but fast. Talking to a guy like that all day would get me nowhere for sure. *[He tries to speed up, but finds instead that he is moving slower and slower.]* Oh, oh, now what? *[He can barely move. Behind MILO, the LETHARGARIANS⁶ begin to enter from all parts of the stage. They are dressed to blend in with the scenery and carry small pillows that look like rocks. Whenever they fall asleep, they rest on the pillows.]* Now I really am getting nowhere. I hope I didn't take a wrong turn. *[The car stops. He tries to start it. It won't move. He gets out and begins to tinker with it.]* I wonder where I am.

⁶ The *Lethargarians* get their name from the word *lethargy*, which is a state of being drowsy, sluggish, and without energy.

Paraphrase Paraphrase the Whether Man's words. What do you think of his advice?

The Phantom Tollbooth, Act One 781

UNIT SIX

Teach

Reading Strategy

2

Paraphrase They must first pass through the Land of Expectations on their way to somewhere else.

Reading Strategy

3

Paraphrase If you expect everything, you may not be disappointed. Students may say that it is better to expect good things rather than bad, even if you risk being disappointed.

English Learners

DIFFERENTIATED INSTRUCTION

Advanced The root *poli* means "city" and forms part of words like *Indianapolis*. The root *dict* means "say" or "speak," and forms the basis of words like *dictionary*. **Ask:** On the basis of these two word parts, what do you think the name *Dictionopolis* means? *(It means "city of words.")* Ask pairs of students to fill in a chart like the one below by thinking of as many related words as possible. Students

may use a dictionary to complete this activity. After students have completed their charts, discuss the words and their meanings. *(Some related words are police, politics, metropolis, diction, dictate, dictator, predict, contradict, and verdict.)*

Word Part	Poli	Dict
Related Words		

Teach

Reading Strategy

1

Paraphrase The Doldrums are a place of no energy or excitement. They make one feel slow, sleepy, and bored.

Reading Strategy

2

Paraphrase Milo doesn't think about things. Instead, he goes through life feeling bored.

Teaching Note

African American Vernacular English

Write the following sentence on the board:

"No one ain't allowed to do nothing in the Doldrums."

Ask students to explain what is incorrect about this sentence. (*The sentence uses the word ain't, as well as two negative pronouns instead of one.*) Explain to students that only one negative word is usually used in a sentence. Explain that the word *ain't* should also be avoided in careful speech and writing. Ask students how they would revise this sentence to be correct. (*One example might be "No one is allowed to do anything in the Doldrums."*)

In the Doldrums, laughter is frowned upon and smiling is permitted only on alternate Thursdays.

LETHARGARIAN 1. You're. in . . . the . . .
Dol . . . drums . . . [*MILO looks around.*]

LETHARGARIAN 2. Yes . . . the . . .
Dol . . . drums . . . [*A YAWN is heard.*]

MILO. [*Yelling.*] WHAT ARE THE
DOLDRUMS?

1 LETHARGARIAN 3. The Doldrums, my friend, are where nothing ever happens and nothing ever changes. [*Parts of the Scenery stand up or Six People come out of the scenery colored in the same colors of the trees or the road. They move very slowly and as soon as they move, they stop to rest again.*] Allow me to introduce all of us. We are the Lethargarians at your service.

MILO. [*Uncertainly.*] Very pleased to meet you. I think I'm lost. Can you help me?

LETHARGARIAN 4. Don't say think. [*He yawns.*] It's against the law.

Paraphrase In your own words, how would you describe the Doldrums?

LETHARGARIAN 1. No one's allowed to think in the Doldrums. [*He falls asleep.*]

LETHARGARIAN 2. Don't you have a rule book? It's local ordinance⁷ 175389-J. [*He falls asleep.*]

MILO. [*Pulls out rule book and reads.*] Ordinance 175389-J: "It shall be unlawful, illegal and unethical to think, think of thinking, surmise, presume, reason, meditate or speculate while in the Doldrums. Anyone breaking this law shall be severely punished." That's a ridiculous law! Everybody thinks.

ALL THE LETHARGARIANS. We don't!

2 LETHARGARIAN 2. And most of the time, you don't, that's why you're here. You weren't thinking and you weren't paying attention either. People who don't pay attention often get stuck in the Doldrums. Face it, most of the time, you're just like us. [*Falls, snoring, to the ground. MILO laughs.*]

⁷ An **ordinance** is a law.

Paraphrase Why is Milo in the Doldrums?

782 UNIT 6 What Are Worthwhile Goals?

Research Practice

Choosing Sources for Research Ask students to look at the list of all of the things that Milo thinks about after the Watchdog tells him to think harder. Then ask students to work in small groups to make a list of each of the research sources that they would need to find the answer to these questions. (*Planets: encyclopedia; water: science textbook or encyclopedia; words with "q": dictionary; how a steam engine works: encyclopedia; baking a pie: cookbook*

or Internet "how to" source; temperature differences: math textbook or encyclopedia.) After students have made their lists, discuss the correct answers as a class. Then ask the groups to research one or two of these things that Milo thinks about and write down the correct answers. Divide up the topic areas between the groups in an even manner. Ask students to be ready to share their answers with the class.

Teach

Reading Strategy

3

Paraphrase They spend all of their time sleeping or doing nothing.

Writer's Technique

Adaptations This play is based on a novel. Books are often turned into movies and sometimes successful movies are “novelized,” or made into books. Because the forms are so different, many things get changed. For example, a typical two-hundred-page book would make a very long movie, so the script version simplifies the story. Have students work in small groups to choose a story they've experienced in at least two forms (book, play, movie, TV show). Have group members discuss their preferences and give specific reasons for them. For example, do some students always prefer the movie version because it's the most visual? Can they come up with any overall conclusions?

3

LETHARGARIAN 5. Stop that at once. Laughing is against the law. Don't you have a rule book? It's local ordinance 574381-W.

MILO. [*Opens rule book and reads.*] “In the Doldrums, laughter is frowned upon and smiling is permitted only on alternate Thursdays.” Well, if you can't laugh or think, what can you do?

LETHARGARIAN 6. Anything as long as it's nothing, and everything as long as it isn't anything. There's lots to do. We have a very busy schedule . . .

LETHARGARIAN 1. At 8:00 we get up and then we spend from 8 to 9 daydreaming.

LETHARGARIAN 2. From 9:00 to 9:30 we take our early midmorning nap . . .

LETHARGARIAN 3. From 9:30 to 10:30 we dawdle and delay . . .

LETHARGARIAN 4. From 10:30 to 11:30 we take our late early morning nap . . .

LETHARGARIAN 5. From 11:30 to 12:00 we bide our time and then we eat our lunch.

LETHARGARIAN 6. From 1:00 to 2:00 we linger and loiter⁸ . . .

LETHARGARIAN 1. From 2:00 to 2:30 we take our early afternoon nap . . .

LETHARGARIAN 2. From 2:30 to 3:30 we put off for tomorrow what we could have done today . . .

⁸ To **loiter** is to move aimlessly and slowly, or to linger somewhere without a purpose.

LETHARGARIAN 3. From 3:30 to 4:00 we take our early late afternoon nap . . .

LETHARGARIAN 4. From 4:00 to 5:00 we loaf and lounge until dinner . . .

LETHARGARIAN 5. From 6:00 to 7:00 we dilly-dally . . .

LETHARGARIAN 6. From 7:00 to 8:00 we take our early evening nap and then for an hour before we go to bed, we waste time.

LETHARGARIAN 1. [*Yawning.*] You see, it's really quite strenuous⁹ doing nothing all day long, and so once a week, we take a holiday and go nowhere.

LETHARGARIAN 5. Which is just where we were going when you came along. Would you care to join us?

MILO. [*Yawning.*] That's where I seem to be going, anyway. [*Stretching.*] Tell me, does everyone here do nothing?

LETHARGARIAN 3. Everyone but the terrible watchdog. He's always sniffing around to see that nobody wastes time. A most unpleasant character.

MILO. The Watchdog?

LETHARGARIAN 6. THE WATCHDOG!

ALL THE LETHARGARIANS. [*Yelling at*

⁹ **Strenuous** activity calls for great effort.

Paraphrase How would you describe the Lethargarians' busy schedule?

The Phantom Tollbooth, Act One 783

English Learners

DIFFERENTIATED INSTRUCTION



Advanced Explain to students that the suffixes *-ion*, *-sion*, and *-tion* mean “act of, state of, or result of.” Ask students to reread Milo's third and fourth sentences from Act One, Scene 2: “WELCOME TO EXPECTATIONS. INFORMATION, PREDICTIONS, AND ADVICE CHEERFULLY

OFFERRED.” Ask students to identify the meanings of each of these words ending in *ion*. Then ask Spanish speakers to identify a similar ending in Spanish. (*cion*) Point out that the word *information* is very similar in Spanish: *información*. Ask students to work in small groups to create a chart of three Spanish-

English cognates that have an *ion* ending. (*Some examples are education and educación, option and opción, and nation and nación.*) Encourage students to continue to look for words with *ion* endings as they read this selection.

UNIT SIX

Teach

Literary Element

1

Act and Scene The mood suddenly becomes much more energetic and interesting.

Reading Strategy

2

Paraphrase Like the Clock, the Watchdog talks about the importance of not wasting time.

ENGLISH LEARNERS Say: *Killing time is a figurative expression. What does it mean and why does the Watchdog respond in anger when Milo uses this expression?* (Killing time means “wasting time.” The Watchdog is angry because he interprets the phrase killing time in its literal sense.)

BQ BIG Question

Milo is not used to thinking. The Watchdog encourages him to think harder than he is used to.

Writer's Technique

Playing Multiple Roles In some performances with large casts, the actors play multiple characters. Sometimes a play's director will decide which actor will play which characters. In some plays, the playwright writes two or more characters to be played by one actor.

Ask: Why do you think the playwright wanted the Watchdog and the Clock to be played by the same person? (It unifies the play and places emphasis on the theme of the value of time.)

Ask: What do you think are some challenges to actors who play multiple roles? (Actors must alter their voices and bodies to make each character distinct.)

1 **once.] RUN! WAKE UP! RUN! HERE HE COMES! THE WATCHDOG!** [They all run off and ENTER a large dog with the head, feet, and tail of a dog, and the body of a clock, having the same face as the character THE CLOCK.]

WATCHDOG. What are you doing here?

MILO. Nothing much. Just killing time. You see . . .

2 WATCHDOG. **KILLING TIME!** [His ALARM RINGS in fury.] It's bad enough wasting time without killing it. What are you doing in the Doldrums, anyway? Don't you have anywhere to go?

MILO. I think I was on my way to Dictionopolis when I got stuck here. Can you help me?

WATCHDOG. Help you! You've got to help yourself. I suppose you know why you got stuck.

MILO. I guess I just wasn't thinking.

WATCHDOG. Precisely. Now you're on your way.

MILO. I am?

WATCHDOG. Of course. Since you got here by not thinking, it seems reasonable that in order to get out, you must start thinking. Do you mind if I get in? I love automobile rides. [He gets in. They wait.] Well?

Act and Scene How does the mood of this scene change with the entrance of the Watchdog?

Paraphrase The Watchdog and the Clock are played by the same actor. How is the Watchdog's speech similar to that of the Clock?

784 UNIT 6 What Are Worthwhile Goals?



Writing Practice

Write a Reflection Milo is a boy without a strong goal or direction. **Ask: Why is it important to have goals?** Have a class discussion about this topic. Then ask students to write a reflection about their own goals. Explain that people often have several different goals at the same time. Some goals may be “short-term” because people hope to achieve them within a few days or weeks. Some goals are “long-term” and may take a year or more to achieve. Ask students to write a paragraph

MILO. All right. I'll try. [Screws up his face and thinks.] Are we moving?

WATCHDOG. Not yet. Think harder.

MILO. I'm thinking as hard as I can.

WATCHDOG. Well, think just a little harder than that. Come on, you can do it.

MILO. All right, all right . . . I'm thinking of all the planets in the solar system, and why water expands when it turns to ice, and all the words that begin with “q,” and . . . [The wheels begin to move.] We're moving! We're moving!

WATCHDOG. Keep thinking.

MILO. [Thinking.] How a steam engine works and how to bake a pie and the difference between Fahrenheit and Centigrade . . .

WATCHDOG. Dictionopolis, here we come.

MILO. Hey, Watchdog, are you coming along?

TOCK. You can call me Tock, and keep your eyes on the road.

MILO. What kind of place is Dictionopolis, anyway?

TOCK. It's where all the words in the world come from. It used to be a marvelous place, but ever since Rhyme and Reason left, it hasn't been the same.

BQ BIG Question Why must Milo think harder? How does the Watchdog challenge Milo?

explaining their goals. Then ask them to write out a plan for achieving their goals. Ask students to write out the steps they will take to achieve their goals. For example, if a student's long-term goal is to learn Spanish, then he or she might take the step of studying Spanish two or three times a week.

Teach

Literary Element

3

Act and Scene There have been four. The road to Dictionopolis was the first, the Doldrums was the second, and the road with Tock was the third. Now the setting is changing to a fourth.

Reading Strategy

4

Paraphrase Students may say that the word *count* means both “matter” and “add up.”

Writer’s Technique

Signs Playwright Susan Nanus uses many signs in this play. Characters hold up signs, such as the sign that welcomes Milo to the Land of Expectations, or signs are a part of the set, such as the banner that reads “Welcome to the Word Market.” **Ask:** **Why do you think the playwright has chosen to include signs in this play?** (Students may say that they help to establish the setting, provide the audience with valuable information, and emphasize the importance of words in the city of Dictionopolis.)

MILO. Rhyme and Reason?

TOCK. The two princesses. They used to settle all the arguments between their two brothers who rule over the Land of Wisdom. You see, Azaz is the king of Dictionopolis and the Mathemagician is the king of Digitopolis and they almost never see eye to eye on anything. It was the job of the Princesses Sweet Rhyme and Pure Reason to solve the differences between the two kings, and they always did so well that both sides usually went home feeling very satisfied. But then, one day, the kings had an argument to end all arguments. . . .

[The LIGHTS DIM ON TOCK and MILO, and come up on KING AZAZ of Dictionopolis on another part of the stage. AZAZ has a great stomach, a grey beard reaching to his waist, a small crown and a long robe with the letters of the alphabet written all over it.]

AZAZ. Of course, I’ll abide by the decision of Rhyme and Reason, though I have no doubt as to what it will be. They will choose *words*, of course. Everyone knows that words are more important than numbers any day of the week.

Act and Scene How many settings have there been in Scene 2 so far?

Everyone knows that words are more important than numbers any day of the week.

[The MATHEMAGICIAN appears opposite AZAZ. The MATHEMAGICIAN wears a long flowing robe covered entirely with complex mathematical equations, and a tall pointed hat. He carries a long staff with a pencil point at one end and a large rubber eraser at the other.]

MATHEMAGICIAN. That’s what you think, Azaz. People wouldn’t even know what day of the week it is without *numbers*. Haven’t you ever looked at a calendar? Face it, Azaz. It’s numbers that count.

AZAZ. Don’t be ridiculous. [To audience, as if leading a cheer.] Let’s hear it for WORDS!

MATHEMAGICIAN. [To audience, in the same manner.] Cast your vote for NUMBERS!

Paraphrase Explain the pun in this sentence in your own words.

The Phantom Tollbooth, Act One 785

Approaching Level

DIFFERENTIATED INSTRUCTION



Established The Princesses Sweet Rhyme and Pure Reason take their names from the idiom “no rhyme or reason,” which means “without explanation or sense.” Ask students to work in small groups to discuss the meanings of some or all of the following idioms: “almost never see eye to

eye” (almost never agree), “no ifs, ands, and buts” (no excuses), “have a bee in one’s bonnet” (be agitated about something), “have to eat your words” (have to admit that something you asserted turned out to be different), “toe the line” (follow the rules or do what is expected), “drive a hard bargain”

(make someone agree to your terms), and “lower the boom” (stop someone from doing something). Students should write down their best guesses about the meanings of each idiom. When students are finished, discuss the meanings of each idiom as a class.

UNIT SIX

Teach

Reading Strategy

1

Paraphrase Words and numbers are equally important.

Literary Element

2

Act and Scene The action has returned to the time of Milo and Tock as they drive in the car.

APPROACHING Ask: *What has happened on the stage? How does the lighting show a change in place and time? (The kings and princesses have left. The scene has changed to the market of Dictionopolis. The lighting goes down on the kings and princesses and comes up on the market square.)*

AZAZ. A, B, C's!

MATHEMAGICIAN. 1, 2, 3's!
[A FANFARE is heard.]

AZAZ AND MATHEMAGICIAN. [To each other.] Quiet! Rhyme and Reason are about to announce their decision.

[RHYME and REASON appear.]

RHYME. Ladies and gentlemen, letters and numerals, fractions and punctuation marks—may we have your attention, please. After careful **consideration** of the problem set before us by KING AZAZ of Dictionopolis [AZAZ bows.] and the Mathematician of Digitopolis [MATHEMAGICIAN raises his hands in a victory salute.] we have come to the following conclusion:

REASON. Words and numbers are of equal value, for in the cloak¹⁰ of knowledge, one is the warp and the other is the woof.¹¹

1

RHYME. It is no more important to count the sands than it is to name the stars.

¹⁰ A **cloak** is a loose outer piece of clothing, with or without sleeves.

¹¹ In weaving, **warp** refers to threads running lengthwise in woven fabric. **Woof** refers to threads running from side to side and crossing the threads of the warp.

Paraphrase What is Rhyme saying about words and numbers?

Vocabulary

consideration (kən sīd'ə rā'shən) *n.* thought or reflection

RHYME AND REASON. Therefore, let both kingdoms, Dictionopolis and Digitopolis, live in peace.

[The sound of CHEERING is heard.]

AZAZ. Boo! is what I say. Boo and Bah and Hiss!

MATHEMAGICIAN. What good are these girls if they can't even settle an argument in anyone's favor? I think I have come to a decision of my own.

AZAZ. So have I.

AZAZ AND MATHEMAGICIAN. [To the PRINCESSES.] You are hereby banished¹² from this land to the Castle-in-the-Air. [To each other.] And as for you, KEEP OUT OF MY WAY! [They stalk off in opposite directions.]

[During this time, the set has been changed to the Market Square of Dictionopolis. LIGHTS come up on the deserted square.]

2

TOCK. And ever since then, there has been neither Rhyme nor Reason in this kingdom. Words are misused and numbers are mismanaged. The argument between the two kings has

¹² When the princesses are **banished**, they are forced to leave the country.

Act and Scene To what setting has the action returned?

786 UNIT 6 What Are Worthwhile Goals?

Grammar Practice

Identify Parts of Speech Ask students to look at Merchant 1's line: "Get your fresh-picked 'if's,' 'and's' and 'but's'! Just take a look at these nice ripe 'where's' and 'when's.'" Write *if*, *and*, *but*, *where*, and *when* on the board, and ask students to identify the words' parts of speech. (*All can be used as conjunctions. Where and when*

are commonly used as adverbs.) **Ask:** *What is the function of these parts of speech? (Conjunctions connect words or groups of words. Adverbs modify verbs, adjectives, or other adverbs.)* Finally, ask students to write a sentence that contains one of these five words and one of the selection vocabulary words.

Vocabulary Practice

Elegant Items Merchant 2 is selling "elegant items" such as "quagmire," "flabbergast," and "upholstery." Challenge students to discover the meanings of these words by looking them up in a dictionary. Ask students to think about the way these words sound, which may be the reason the Merchant describes them as "fancy."

Teach

Cultural History

The Spelling “Bee” The practice of getting together and holding a competition to determine the best speller is a very old one. In this sense, the word *bee* means “a gathering of people for an activity.” The Scripps Howard National Spelling Bee is a national event that has been held almost every year since 1925. **Say:** **Describe the differences in the speech of the Spelling Bee and the Humbug.** (*The Spelling Bee constantly spells words and he cares greatly about accuracy. The Humbug likes to talk, but he says a lot of nonsense.*)

**It is no more important
to count the sands than
it is to name the stars.**

divided everyone and the real value of both words and numbers has been forgotten. What a waste!

MILO. Why doesn't somebody rescue the Princesses and set everything straight again?

TOCK. That is easier said than done. The Castle-in-the-Air is very far from here, and the one path which leads to it is guarded by **ferocious** demons. But hold on, here we are.

[A Man appears, carrying a Gate and a small Tollbooth.]

GATEKEEPER. AHHHHREMMMM!
This is Dictionopolis, a happy

Vocabulary

ferocious (fə rō' shəs) *adj.* fierce and violent

kingdom, advantageously¹³ located in the foothills of Confusion and caressed¹⁴ by gentle breezes from the Sea of Knowledge. Today, by royal proclamation,¹⁵ is Market Day. Have you come to buy or sell?

MILO. I beg your pardon?

GATEKEEPER. Buy or sell, buy or sell. Which is it? You must have come here for a reason.

MILO. Well, I . . .

¹³ Dictionopolis is **advantageously** located because it is in a good or fortunate place.

¹⁴ The breezes **caressed** the city with a gentle, loving touch.

¹⁵ A royal **proclamation** is an announcement from the king.

English Learners

DIFFERENTIATED INSTRUCTION



Advanced Students gain confidence through practice with reading aloud. Ask students to work with a partner and read aloud the conversation between Milo and Tock. Have students read the section one time through for practice, making a note of words they have difficulty pronouncing. Help students with the pronunciation of these difficult words. Ask

students to read the passage aloud two more times. On the second and third readings, encourage students to add pacing and expression to their readings. Students should not read the stage directions aloud.

Teach

Literary Element

1

Act and Scene They change the setting from an empty marketplace to a noisy, busy marketplace, which creates a new setting without starting a new scene.

GATEKEEPER.

Come now, if you don't have a reason, you must at least have an explanation or certainly an excuse.

MILO. [Meekly.] Uh . . . no.

GATEKEEPER. [Shaking his head.] Very serious. You can't get in without a reason. [Thoughtfully.] Wait a minute. Maybe I have an old one you can use. [Pulls out an old suitcase from the tollbooth and rummages through it.] No . . . no . . . no . . . this won't do . . . hmmm . . .

MILO. [To TOCK.] What's he looking for? [TOCK shrugs.]

GATEKEEPER. Ah! This is fine. [Pulls out a **Medallion** on a chain.

Engraved in the Medallion is: "WHY NOT?" Why not. That's a good reason for almost anything . . .

Visual Vocabulary

A **medallion** is a large medal, or flat piece of metal with a design. A medallion is often given as an award.



a bit used, perhaps, but still quite serviceable. There you are, sir. Now I can truly say: Welcome to Dictionopolis.

[He opens the gate and walks off. CITIZENS and MERCHANTS appear on all levels of the stage, and MILO and TOCK find themselves in the middle of a noisy marketplace. As some people buy and sell their wares, others hang a large banner which reads: WELCOME TO THE WORD MARKET.]

MILO. Tock! Look!

MERCHANT 1. Hey-ya, hey-ya, hey-ya, step right up and take your pick. Juicy tempting words for sale. Get your fresh-picked "if's," "and's" and "but's"! Just take a look at these nice ripe "where's" and "when's."

MERCHANT 2. Step right up, step right up, fancy, best-quality words here for sale. Enrich your vocabulary and expand your speech with such elegant items as "quagmire," "flabbergast," or "upholstery."

Act and Scene What is the effect of the arrival of the crowds and merchants in the market?

788 UNIT 6 What Are Worthwhile Goals?

Reading Practice



Interpret Explain that interpreting means making meaning from the details presented in the text. The Gatekeeper gives Milo a medallion that reads "Why not?" and says, "That's a good reason for almost anything." **Ask:** What does the Gatekeeper

mean by saying that "Why not?" is a good reason for doing something? (Sometimes people do things because they are curious about something. Being curious is a good reason to do something.)

Teach

Writer's Technique

Audience Participation Sometimes playwrights include opportunities for audience participation in their plays. Audience participation keeps the action lively and adds an element of unpredictability to the play. When Milo is talking to the Spelling Bee, the stage directions indicate that he turns to the audience and asks them for help in choosing a word. **Ask:** **What effect might the audience have on this scene?** (Students may say that an audience member could suggest a very difficult word that the actor playing the Spelling Bee doesn't know how to spell.)

MERCHANT 3. Words by the bag, buy them over here. Words by the bag for the more talkative customer. A pound of "happy's" at a very reasonable price . . . very useful for "Happy Birthday," "Happy New Year," "happy days," or "happy-go-lucky." Or how about a package of "good's," always handy for "good morning," "good afternoon," "good evening," and "goodbye."

MILO. I can't believe it. Did you ever see so many words?

TOCK. They're fine if you have something to say. [*They come to a Do-It-Yourself bin.*]

MILO. [*To MERCHANT 4 at the bin.*] Excuse me, but what are these?

MERCHANT 4. These are for people who like to make up their own words. You can pick any **assortment** you like or buy a special box complete with all the letters and a book of instructions. Here, taste an "A." They're very good. [*He pops one into MILO's mouth.*]

MILO. [*Tastes it hesitantly.*] It's sweet! [*He eats it.*]

MERCHANT 4. I knew you'd like it. "A" is one of our best-sellers. All of them aren't that good, you know. The "Z" for instance—very dry and sawdusty. And the "X"? Tastes like a trunkful of stale air. But most of the others aren't bad at all. Here, try the "I."

Vocabulary

assortment (ə sōrt' mənt) *n.* a collection of different things

MILO. [*Tasting.*] Cool! It tastes icy.

MERCHANT 4. [*To TOCK.*] How about the "C" for you? It's as crunchy as a bone. Most people are just too lazy to make their own words, but take it from me, not only is it more fun, but it's also delightful, [*Holds up a "D."*] e-lating, [*Holds up an "E."*] and extremely useful! [*Holds up a "U."*]

MILO. But isn't it difficult? I'm not very good at making words.

[*The SPELLING BEE, a large colorful bee, comes up from behind.*]

SPELLING BEE. Perhaps I can be of some assistance . . . a-s-s-i-s-t-a-n-c-e. [*The Three turn around and see him.*] Don't be alarmed . . . a-l-a-r-m-e-d. I am the Spelling Bee. I can spell anything. Anything. A-n-y-t-h-i-n-g. Try me. Try me.

MILO. [*Backing off, TOCK on his guard.*] Can you spell goodbye?

SPELLING BEE. Perhaps you are under the misapprehension¹⁶ . . . m-i-s-a-p-p-r-e-h-e-n-s-i-o-n that I am dangerous. Let me assure you that I am quite peaceful. Now, think of the most difficult word you can, and I'll spell it.

MILO. Uh . . . o.k. [*At this point, MILO may turn to the audience and ask them to help him choose a word or he may think of one on his own.*] How about . . . "Curiosity"?

¹⁶ A **misapprehension** is a misunderstanding.

English Learners

DIFFERENTIATED INSTRUCTION



Advanced Remind students that prefixes are word parts that appear at the beginning of words. Write the following prefix chart on the board:

Prefix	Meaning	Words from Play
un-	not	
il-	not	
mis-	incorrect; bad	

Then ask students to work with a partner to find words from the play that contain one of these prefixes. Students should copy the chart onto their own paper and fill it in. Ask the pairs to use a dictionary to look up the definition of one of the words on their chart. (Some examples: unlawful, unabridged, illegal, unethical, misused, mismanaged.)

UNIT SIX

Teach

Reading Strategy

1

Paraphrase Students may say that he wants to become someone important and respected.

Reading Strategy

2

Paraphrase Students may say that there will always be new words to learn to spell, so why bother to learn to spell at all? Students may disagree, saying that learning to spell words is an important part of learning to be a good writer.

SPELLING BEE. [*Winking.*] Let's see now . . . uh . . . how much time do I have?

MILO. Just ten seconds. Count them off, Tock.

SPELLING BEE. [*As TOCK counts.*] Oh dear, oh dear. [*Just at the last moment, quickly.*] C-u-r-i-o-s-i-t-y.

MERCHANT 4. Correct! [*ALL Cheer.*]

MILO. Can you spell anything?

SPELLING BEE. [*Proudly.*] Just about. You see, years ago, I was an ordinary bee minding my own business, smelling flowers all day, occasionally picking up part-time work in people's bonnets. Then one day, I realized that I'd never amount to anything without an education, so I decided that . . .

1

HUMBUG.¹⁷ [*Coming up in a booming voice.*] BALDERDASH!¹⁸ [*He wears a lavish coat, striped pants, checked vest, spats¹⁹ and a derby hat*] Let me repeat . . . BALDERDASH! [*Swings his cane and clicks his heels in the air.*] Well, well, what have we here? Isn't someone going to introduce me to the little boy?

SPELLING BEE. [*Disdainfully.*] This is the Humbug. You can't trust a word he says.

¹⁷ *Humbug* means "foolish or empty talk; nonsense."

¹⁸ *Balderdash* means "nonsense."

¹⁹ Here, *spats* are cloth or leather shoe coverings.

Paraphrase What is another way to say "amount to anything"?

HUMBUG. NONSENSE! Everyone can trust a Humbug. As I was saying to the king just the other day . . .

SPELLING BEE. You've never met the king. [*To MILO.*] Don't believe a thing he tells you.

HUMBUG. Bosh, my boy, pure bosh. The Humbugs are an old and noble family, honorable to the core. Why, we fought in the Crusades with Richard the Lionhearted, crossed the Atlantic with Columbus, blazed trails with the pioneers. History is full of Humbugs.

SPELLING BEE. A very pretty speech . . . s-p-e-e-c-h. Now, why don't you go away? I was just advising the lad of the importance of proper spelling.

2

HUMBUG. BAH! As soon as you learn to spell one word, they ask you to spell another. You can never catch up, so why bother? [*Puts his arm around MILO.*] Take my advice, boy, and forget about it. As my great-great-great-grandfather George Washington Humbug used to say . . .

SPELLING BEE. You, sir, are an imposter i-m-p-o-s-t-e-r who can't even spell his own name!

HUMBUG. What? You dare to doubt my word? The word of a Humbug? The word of a Humbug who has direct access to the ear of a King? And the king shall hear of this, I promise you . . .

Paraphrase Restate the Humbug's opinion. Do you agree with it?

790 UNIT 6 What Are Worthwhile Goals?



Writing Practice

Word Creation Merchant 4 tells Milo that "Most people are just too lazy to make their own words, but take it from me, not only is it more fun, but it's *de*-lightful." Have students work with a partner to make up their own word. After students have made up the word, have them write a definition for the word and use the word in a sentence. If students need

examples, invite them to look at Lewis Carroll's poem, "Jabberwocky." Point out that students may want to combine two words to create a new word, as Carroll frequently did in his poem. After students have finished, have volunteers read their word, definition, and sentence for the class.

The Humbugs are an old and noble family, honorable to the core. Why, we fought in the Crusades with Richard the Lionhearted, crossed the Atlantic with Columbus, blazed trails with the pioneers. History is full of Humbugs.

VOICE 1. Did someone call for the king?

VOICE 2. Did you mention the monarch?

VOICE 3. Speak of the sovereign?

VOICE 4. Entreat the Emperor?

VOICE 5. Hail his highness?

[Five tall, thin gentlemen regally dressed in silks and satins, plumed hats and buckled shoes appear as they speak.]

MILO. Who are they?

SPELLING BEE. The King's advisors. Or in more formal terms, his cabinet.

MINISTER 1. Greetings!

MINISTER 2. Salutations!

MINISTER 3. Welcome!

MINISTER 4. Good afternoon!

MINISTER 5. Hello!

MILO. Uh . . . Hi.

[All the MINISTERS, from here on called by their numbers, unfold their scrolls and read in order.]

MINISTER 1. By the order of Azaz the Unabridged . . .²⁰

MINISTER 2. King of Dictionopolis . . .

MINISTER 3. Monarch of letters . . .

MINISTER 4. Emperor of phrases, sentences, and miscellaneous²¹ figures of speech . . .

MINISTER 5. We offer you the hospitality of our kingdom . . .

MINISTER 1. Country

MINISTER 2. Nation

MINISTER 3. State

MINISTER 4. Commonwealth

MINISTER 5. Realm

²⁰ Something that is **unabridged** is complete and has not been shortened.

²¹ **Miscellaneous** means "made up of different things."

Teach

Political History

Cabinet A cabinet is a council that advises the leader of a nation. Cabinets are usually composed of the heads of different government departments. In the United States, the heads of the departments of agriculture, energy, defense, and education are members of the President's Cabinet. **Ask:** How does King Azaz's Cabinet differ from that of U.S. Cabinet described above? *(Students may say that some advise a president while others advise a king. The king's ministers are in charge of things like "definition" and "meaning" rather than "agriculture" or "education.")*

Approaching Level

DIFFERENTIATED INSTRUCTION



Emerging Remind students that synonyms are words that have the same or nearly the same meanings. Ask students to identify which characters use synonyms in their speech. *(The ministers and the Lethargarians, as well as the Gatekeeper and Humbug.)* Ask students to work with a partner to write down the definitions of these

words: *dawdle, sovereign, salutations, commonwealth, essence, and exquisite.* Students should look back at the play, find the words in context, and use the context of these words to figure out their meanings. After students have written down what they think the words mean, have them use a dictionary to look up one of the words and share the

dictionary definition with the class. Students should compare the definitions they wrote to the dictionary definitions.

Teach

Reading Strategy

1

Paraphrase Students may say something like “That’s crazy!” The ministers speak in synonyms, or words that have the same meanings.

Literary Element

2

Act and Scene They invite Milo to the Royal Banquet, thus ensuring that Milo will meet King Azaz. They also add some excitement and craziness to the scene, and they give us a preview of what Milo’s meeting with the king will be like.

Nonsense! **Fantastic!**
Ridiculous!
Absurd! **Bosh!**

MINISTER 1. Empire

MINISTER 2. Palatinate

MINISTER 3. Principality.

MILO. Do all those words mean the same thing?

MINISTER 1. Of course.

MINISTER 2. Certainly.

MINISTER 3. Precisely.

MINISTER 4. Exactly.

MINISTER 5. Yes.

MILO. Then why don’t you use just one? Wouldn’t that make a lot more sense?

MINISTER 1. Nonsense!

MINISTER 2. Ridiculous!

MINISTER 3. Fantastic!

MINISTER 4. Absurd!

MINISTER 5. Bosh!

Paraphrase Paraphrase these lines, and then describe the way the five ministers talk.

MINISTER 1. We’re not interested in making sense. It’s not our job.

MINISTER 2. Besides, one word is as good as another, so why not use them all?

MINISTER 3. Then you don’t have to choose which one is right.

MINISTER 4. Besides, if one is right, then ten are ten times as right.

MINISTER 5. Obviously, you don’t know who we are. [*Each presents himself and MILO acknowledges the introduction.*]

MINISTER 1. The Duke of Definition.

MINISTER 2. The Minister of Meaning.

MINISTER 3. The Earl of Essence.

MINISTER 4. The Count of Connotation.

MINISTER 5. The Undersecretary of Understanding.

ALL FIVE. And we have come to invite you to the Royal Banquet.

Act and Scene What purpose do the five ministers serve in this scene?

792 UNIT 6 What Are Worthwhile Goals?

Literary Skills Practice

Analyze Wordplay and Puns Remind students that wordplay is the playful use of words and is usually quick, clever, and funny. A pun is a kind of wordplay involving two meanings of the same word, or two words with the same sound. Ask students to work with a partner to analyze the segment of the banquet scene that begins with Milo’s “I didn’t know I was going to have to eat my words” and ends with “What’s a half-baked

idea?” Ask them to make a two-column chart, placing all examples of wordplay and puns in one column and writing an explanation for each in the second column. After students have completed their charts, review the different examples of wordplay as a class. (*Examples from this segment include* eat my words, in better taste, somersault, rigamarole, ragamuffin, synonym bun, just desserts, *and* half-bakery.)

SPELLING BEE. The banquet! That's quite an honor, my boy. A real h-o-n-o-r.

HUMBUG. DON'T BE RIDICULOUS! Everybody goes to the Royal Banquet these days.

SPELLING BEE. *[To the HUMBUG.]* True, everybody does go. But some people are invited and others simply push their way in where they aren't wanted.

HUMBUG. HOW DARE YOU? You buzzing little upstart, I'll show you who's not wanted . . . *[Raises his cane threateningly.]*

SPELLING BEE. You just watch it! I'm warning w-a-r-n-i-n-g you!

[At that moment, an ear-shattering blast of TRUMPETS, entirely off-key, is heard, and a PAGE appears.]

PAGE. King Azaz the Unabridged is about to begin the Royal Banquet. All guests who do not appear promptly at the table will automatically lose their place. *[A huge Table is carried out with KING AZAZ sitting in a large chair, carried out at the head of the table.]*

AZAZ. Places. Everyone take your places. *[All the characters, including the HUMBUG and the SPELLING BEE, who forget their quarrel, rush to take their places at the table. MILO and TOCK sit near the KING. AZAZ looks at MILO.]* And just who is this?

MILO. Your Highness, my name is Milo and this is Tock. Thank you very

much for inviting us to your banquet, and I think your palace is beautiful!

MINISTER 1. Exquisite.

MINISTER 2. Lovely.

MINISTER 3. Handsome.

MINISTER 4. Pretty.

MINISTER 5. Charming.

AZAZ. SILENCE! Now tell me, young man, what can you do to entertain us? Sing songs? Tell stories? Juggle plates? Do tumbling tricks? Which is it?

MILO. I can't do any of those things.

AZAZ. What an ordinary little boy. Can't you do anything at all?

MILO. Well . . . I can count to a thousand.

AZAZ. AARGH, numbers! Never mention numbers here. Only use them when we absolutely have to. Now, why don't we change the subject and have some dinner? Since you are the guest of honor, you may pick the menu.

MILO. Me? Well, uh . . . I'm not very hungry. Can we just have a light snack?

AZAZ. A light snack it shall be!

[AZAZ claps his hands. Waiters rush in with covered trays. When they are

UNIT SIX

Teach

Literary History

English Literature Explain that puns and wordplay were very popular in English literature. The humor in puns relies on a very quick connection between two ideas which have previously been unrelated in the audience's mind. Shakespeare's plays, including *As You Like It* and *Two Gentlemen of Verona*, contain many puns. Chaucer was also fond of this wordplay, and Charles Lamb, reflecting on the sudden impact of a pun said, "It is a pistol let off at the ear; not a feather to tickle the intellect." The English poet Thomas Hood may be best-known for his clever use of puns in his verse.

The Phantom Tollbooth, Act One 793

English Learners

DIFFERENTIATED INSTRUCTION



Beginning Humbug claims that his ancestors "blazed trails with the pioneers." Explain to students that a *pioneer* means "one who is first or among the first to explore or settle a region." The pioneers are remembered in history for settling in the western parts of the United States. Pioneers are also known as "trailblazers" since they made trails for others

to follow. Explain that *pioneer* also means "one who is the first or among the first to open up or develop a new area of thought." Ask students if they can name some pioneers who fit either meaning of this word. *(Some examples: Albert Einstein, Amelia Earhart, Thomas Edison, or Daniel Boone.)*

UNIT SIX

Teach

Reading Strategy

1

Paraphrase Milo means a full, balanced meal. People at the banquet are served what they say.

Reading Strategy

2

Paraphrase Speech that is in good taste is suitable and respectable. Azaz also means that Milo should have spoken the names of things that taste better when eaten.

Teaching Note

African American Vernacular English

Humbug says about spelling, “You can never catch up, so why bother?” Explain that the words *always* and *never* should usually be placed after the helping verb, as Humbug has done. Write the following sentences on the board and ask students to revise them appropriately:

1. “One genuine turnpike tollbooth, easily assembled at home for use by those who never have traveled in lands beyond.” (*have never*)
2. “I never have heard of any of these places.” (*have never*)
3. “He always is sniffing around to see that nobody wastes time.” (*is always*)

uncovered, Shafts of Light pour out. The light may be created through the use of battery-operated flashlights which are secured in the trays and covered with a false bottom. The Guests help themselves.]

HUMBUG. Not a very substantial²² meal. Maybe you can suggest something a little more filling.

MILO. Well, in that case, I think we ought to have a square meal . . .

1

AZAZ. [*Claps his hands.*] A square meal it is! [*Waiters serve trays of Colored Squares of all sizes. People serve themselves.*]

SPELLING BEE. These are awful. [*HUMBUG coughs and all the Guests do not care for the food.*]

AZAZ. [*Claps his hands and the trays are removed.*] Time for speeches. [*To MILO.*] You first.

MILO. [*Hesitantly.*] Your Majesty, ladies and gentlemen, I would like to take this opportunity to say that . . .

AZAZ. That’s quite enough. Musn’t talk all day.

MILO. But I just started to . . .

AZAZ. NEXT!

HUMBUG. [*Quickly.*] Roast turkey, mashed potatoes, vanilla ice cream.

²² A more **substantial** meal would be larger and more satisfying.

Paraphrase What does Milo mean by a “square meal”? Explain what makes King Azaz’s banquet unique.

794 UNIT 6 What Are Worthwhile Goals?

Literary Element Practice



Alliteration Remind students that alliteration is the repetition of consonant sounds, most often at the beginnings of words and syllables. While alliteration is commonly used in poetry, it can also be used in prose to create an effect. Ask students to look at the Humbug’s line on p. 797 that begins “After a pleasant chat...” Ask students to find all

SPELLING BEE. Hamburgers, corn on the cob, chocolate pudding p-u-d-d-i-n-g. [*Each Guest names two dishes and a dessert.*]

AZAZ. [*The last.*] Pâté de fois gras, soupe à l’oignon, salade endives, fromage et fruits et demi-tasse. [*He claps his hands. Waiters serve each Guest his Words.*] Dig in. [*To MILO.*] Though I can’t say I think much of your choice.

MILO. I didn’t know I was going to have to eat my words.

AZAZ. Of course, of course, everybody here does. Your speech should have been in better taste.

2

MINISTER 1. Here, try some somersault. It improves the flavor.

MINISTER 2. Have a rigamarole. [*Offers bread-basket.*]

MINISTER 3. Or a ragamuffin.

MINISTER 4. Perhaps you’d care for a synonym bun.

MINISTER 5. Why not wait for your just desserts?

AZAZ. Ah yes, the dessert. We’re having a special treat today . . . freshly made at the half-bakery.

MILO. The half-bakery?

AZAZ. Of course, the half-bakery! Where do you think half-baked ideas

Paraphrase What is usually meant when something is said to be “in better taste”? How does this sentence have two meanings?

instances of alliteration in this sentence. (*pleasant, Princesses; remains, ride; chaotic crags; frightening fiends, fear; limb, limb; devour, down; and belt buckle.*)

MILO. I didn't know I was going to have to eat my words.

AZAZ. Of course, of course, everybody here does. Your speech should have been in better taste.

come from? Now, please don't interrupt. By royal command, the pastry chefs have . . .

MILO. What's a half-baked idea?

[AZAZ gives up the idea of speaking as a cart is wheeled in and the Guests help themselves.]

HUMBUG. They're very tasty, but they don't always agree with you. Here's a good one. [HUMBUG hands one to MILO.]

MILO. [Reads.] "The earth is flat."

SPELLING BEE. People swallowed that one for years. [Picks up one and reads.] "The moon is made of green cheese." Now, there's a half-baked idea.

[Everyone chooses one and eats. They include: "It Never Rains But Pours," "Night Air Is Bad Air," "Everything Happens for the Best," "Coffee Stunts Your Growth."]

AZAZ. And now for a few closing words. Attention! Let me have your attention! [Everyone leaps up and Exits, except for MILO, TOCK and the HUMBUG.] Loyal subjects and friends, once again on this gala²³ occasion, we have . . .

MILO. Excuse me, but everybody left.

AZAZ. [Sadly.] I was hoping no one would notice. It happens every time.

HUMBUG. They've gone to dinner, and as soon as I finish this last bite, I shall join them.

MILO. That's ridiculous. How can they eat dinner right after a banquet?

AZAZ. SCANDALOUS! We'll put a stop to it at once. From now on, by royal command, everyone must eat dinner before the banquet.

²³ A **gala** occasion is a celebration.

Teach

Teaching Note

Ideas That Change Point out that sometimes "half-baked ideas" are concepts that change over time. For example, in 1543 Copernicus published the model of the solar system with Earth as just one of nine planets orbiting our sun. The idea was still so radical nearly a century later that Galileo was unable to publish his works that shared the same beliefs, and he was forced to spend the last eight years of his life under house arrest.

Our understanding of the solar system is still changing. Remind students that recently scientists have claimed that Pluto is no longer a true planet but is a dwarf planet. Today, there are officially eight planets in our solar system.

English Learners

DIFFERENTIATED INSTRUCTION

Intermediate Ask students to look at the examples of *half-baked ideas* discussed by Spelling Bee, Humbug, and the other guests at the banquet. **Ask:** On the basis of these examples, what do you think is the meaning of a *half-baked idea*? (A half-baked idea is an idea that isn't sensible and hasn't been thought through.) Ask students to look at some of the

examples listed in the stage directions, such as *Everything happens for the best* or *It never rains but it pours*. Ask students to explain what is "half-baked" about these statements. Then ask students if they know of any other *half-baked ideas*.

UNIT SIX

Teach

Reading Strategy

1

Paraphrase Students may say that things that have equal amounts of badness also have equal amounts of goodness.

Literary Element

2

Act and Scene The exposition, introduction of the conflict, and the beginning of the rising action all occur in Act 1, Scene 2.

ADVANCED **Ask: What is the conflict in this play?** (*On one level the conflict may be stated as reason versus nonsense. Within Milo, the conflict is boredom vs. interest and engagement in life.*)

BQ BIG Question

Ignorance can be dangerous, since the lack of knowledge may lead people to make foolish choices.

Language History

Castle in the Air A *castle in the air* is an older expression that means “something imagined and wished for but not likely to come true.” **Ask: Why is it appropriate that the Princesses Rhyme and Reason are in the Castle-in-the-Air?** (*Students may say that Princesses Rhyme and Reason represent sensible thinking, which has been lost from Dictionopolis. The princesses’ return to the city will be very difficult because of the castle’s location in the Mountains of Ignorance.*)

MILO. But that’s just as bad.

1

HUMBUG. Or just as good. Things which are equally bad are also equally good. Try to look at the bright side of things.

MILO. I don’t know which side of anything to look at. Everything is so confusing, and all your words only make things worse.

AZAZ. How true. There must be something we can do about it.

HUMBUG. Pass a law.

AZAZ. We have almost as many laws as words.

HUMBUG. Offer a reward. [*AZAZ shakes his head and looks madder at each suggestion.*] Send for help? Drive a bargain? Pull the switch? Lower the boom? Toe the line? [*As AZAZ continues to scowl, the HUMBUG loses confidence and finally gives up.*]

2

MILO. Maybe you should let Rhyme and Reason return.

AZAZ. How nice that would be. Even if they were a bother at times, things always went so well when they were here. But I’m afraid it can’t be done.

HUMBUG. Certainly not. Can’t be done.

MILO. Why not?

Paraphrase What is another way to say this?

Act and Scene What elements of the plot are contained in Act One, Scene 2?

796 UNIT 6 What Are Worthwhile Goals?

Literary Element Practice



Mood Explain to students that mood is the emotional quality or atmosphere of a story. Ask students to explain the mood of *The Phantom Tollbooth*. (*Students may say that it is fun, silly, wacky, or fanciful.*) Then ask students to look at the last few lines of Act One. **Ask:**

HUMBUG. [*Now siding with MILO.*] Why not, indeed?

AZAZ. Much too difficult.

HUMBUG. Of course, much too difficult.

MILO. You could, if you really wanted to.

HUMBUG. By all means, if you really wanted to, you could.

AZAZ. [*To HUMBUG.*] How?

MILO. [*Also to HUMBUG.*] Yeah, how?

HUMBUG. Why . . . uh, it’s a simple task for a brave boy with a stout heart, a steadfast dog and a serviceable small automobile.

AZAZ. Go on.

HUMBUG. Well, all that he would have to do is cross the dangerous, unknown countryside between here and Digitopolis, where he would have to persuade the Mathemagician to release the Princesses, which we know to be impossible because the Mathemagician will never agree with Azaz about anything. Once achieving that, it’s a simple matter of entering the Mountains of **Ignorance** from where no one has ever returned alive, an effortless climb up a two thousand foot

BQ BIG Question Why is it fitting that the Mountains of Ignorance are such a dangerous place?

Vocabulary

ignorance (ig’ nər əns) *n.* state of lacking in knowledge or education

How and why does the mood change? (*The mood becomes slightly eerie as a thunderously loud noise is heard and Milo and Humbug become fearful.*)

Teach

Writer's Technique

The Wright in Playwright *The Phantom Tollbooth* is a book that was written by Norton Juster and made into a play by Susan Nanus. The word *playwright*, which is used to describe the writer of a play, ends with the word *wright* rather than word *write*, as one might think. The word *wright* means “one who makes, constructs, or creates something.” A *shipwright*, for example, is a builder of ships.

Ask: What do a playwright and a shipwright have in common? (Both use their technical skills to make something.)

I don't know which side of anything to look at. Everything is so confusing, and all your words only make things worse.

stairway without railings in a high wind at night to the Castle-in-the-Air. After a pleasant chat with the Princesses, all that remains is a leisurely²⁴ ride back through those chaotic crags²⁵ where the frightening fiends²⁶ have sworn to tear any intruder limb from limb and devour him down to his belt buckle. And finally after doing all that, a triumphal parade! If, of course, there is anything left to parade . . . followed by hot chocolate and cookies for everyone.

AZAZ. I never realized it would be so simple.

MILO. It sounds dangerous to me.

TOCK. And just who is supposed to

make that journey?

AZAZ. A very good question. But there is one far more serious problem.

MILO. What's that?

AZAZ. I'm afraid I can't tell you that until you return.

MILO. But wait a minute, I didn't . . .

AZAZ. Dictionopolis will always be grateful to you, my boy, and your dog. [AZAZ pats TOCK and MILO.]

TOCK. Now, just one moment, sire . . .

AZAZ. You will face many dangers on your journey, but fear not, for I can give you something for your protection. [AZAZ gives MILO a box.] In this box are the letters of the alphabet. With them you can form all the words you will ever need to help you

²⁴ A *leisurely* ride is relaxed and unhurried.

²⁵ *Crags* are steep rocks or cliffs.

²⁶ *Fiends* are evil spirits or demons.

Advanced Learners

DIFFERENTIATED INSTRUCTION



Reading Fluency Make eight copies of the scene between Milo, Spelling Bee, Humbug, and the five ministers. Begin with the Spelling Bee's line, "You see, years ago I was an ordinary bee..." Assign parts to students and have them read through their parts out loud a few times until they are familiar with

them. Then stage this scene before the class. Take suggestions from the other students about where and how the characters should move. Advise students to speak their lines with expression. Students who are playing the ministers should try to pace their lines so that one comes right after another. As an option,

have another group perform the scene after the first group has performed. For the second group, take suggestions from the class about how they can perform the scene with different movements.

UNIT SIX

Reading Strategy

1

Act and Scene Azaz gives Milo a box of letters that he can use to overcome difficulties. Azaz believes that words will help Milo achieve his task.

Literary Element

2

Act and Scene Students may predict that Milo will bring back the princesses after he overcomes many obstacles and learns to be a thinker. The action may involve a journey to the city of Digitopolis and the Castle-in-the-Air.

In this box are the letters of the alphabet. With them you can form all the words you will ever need to help you overcome the obstacles that may stand in your path.

1

overcome the obstacles²⁷ that may stand in your path. All you must do is use them well and in the right places.

MILO. [*Miserably.*] Thanks a lot.

AZAZ. You will need a guide, of course, and since he knows the obstacles so well, the Humbug has cheerfully volunteered to accompany you.

HUMBUG. Now, see here . . . !

AZAZ. You will find him dependable, brave, resourceful²⁸ and loyal.

HUMBUG. [*Flattered.*] Oh, your Majesty.

MILO. I'm sure he'll be a great help. [*They approach the car.*]

TOCK. I hope so. It looks like we're going to need it.

²⁷ **Obstacles** are things that block the way.

²⁸ Someone who is **resourceful** is able to cope with difficult situations.

Paraphrase What gift does Azaz give to Milo? How will it protect him?

2

[*The lights darken and the KING fades from view.*]

AZAZ. Good luck! Drive carefully! [*The three get into the car and begin to move. Suddenly a thunderously loud NOISE is heard. They slow down the car.*]

MILO. What was that?

TOCK. It came from up ahead.

HUMBUG. It's something terrible, I just know it. Oh, no. Something dreadful is going to happen to us. I can feel it in my bones. [*The NOISE is repeated.*]

[*They all look at each other fearfully as the lights fade.*]

END OF ACT ONE

Act and Scene What do you predict will happen in Act Two? Where will the action probably take place?

798 UNIT 6 What Are Worthwhile Goals?



Writing Practice

Characterization Explain to students that the play has a colorful cast of characters and that their names are an expression of how they think, act, and speak. Ask students to choose three characters. Have them write essays in which they explain what the character's names mean and then offer examples from the play of how the characters "live out" their names.

Assess
Respond and Think Critically

Possible answers:

1. Milo is bored with everything. Students may have felt bored because they had nothing interesting to do or weren't curious about the world.
2. Many examples occur during the banquet. For example, "Your speech should have been in better *taste*," "Have a *rigamorole*," "Or a *ragamuffin*," "Perhaps you'd care for a *synonym* bun," and "Why not wait for your just *desserts*."
3. Milo passes through the Land of Expectations and the Doldrums. He meets the Whether Man, the Lethargarians, and Tock. Milo has not set many expectations for himself, and his life of boredom has been similar to that of the Lethargarians.
4. Rhyme and Reason have been banished to the Castle-in-the-Air. Since many of the characters speak a lot of nonsense, the citizens might become more sensible if the princesses were allowed to return.
5. Words are necessary for speaking, reading, writing, and even thinking. Numbers allow people to apply logic and reason. It is hard to imagine living in a world without words or numbers.
6. The Whether Man urges Milo to continue toward his destination. Tock encourages Milo to think and to value time. The Gatekeeper tells Milo that he should have a reason for doing things. Humbug proposes that Milo retrieve the princesses. All of these characters teach Milo about the importance of working toward a goal or destination.

After You Read

Respond and Think Critically

1. How does Milo feel at the beginning of the play? Have you ever felt this way? Why? **[Connect]**
2. List three examples of wordplay or puns from the play. **[Identify]**
3. What places does Milo pass through on the road to Dictionopolis? What characters does he meet? How do these places and characters relate to Milo's life? **[Recall]**
4. What do you think Dictionopolis would be like if the banished characters were allowed to return? **[Infer]**
5. Tock explains that "the real value of both words and numbers has been forgotten." What is the value of words and numbers? Why are they both important parts of knowledge? **[Evaluate]**
6. **BQ** **BIG Question** How do the Whether Man, Tock, the Gatekeeper, and the Humbug challenge Milo? What do these characters teach Milo about having worthwhile goals? **[Conclude]**

TIP

Evaluating

When you evaluate, you make a judgment about the value of something.

- Recall what Dictionopolis is like.
- Consider how the city has forgotten the value of words and numbers.
- Think about the role that words and numbers have in your own life.

FOLDABLES Study Organizer Keep track of your ideas about the **BIG Question** in your unit Foldable.

You're the Critic

Two Views of *The Phantom Tollbooth*

Read the two excerpts of literary criticism.

Group Activity Discuss the following questions with classmates. Refer to the quotations and give evidence from Act One of *The Phantom Tollbooth*.

1. Which critic comes closest to explaining how you feel about the play? Explain your opinion.
2. How does *The Phantom Tollbooth* teach readers "to question authority, to question generally"? Explain what this means and give examples from the play.

"Learning to negotiate his way past . . . obstacles, teaches Milo a thing or two about the grownup world. It also gives him powerfully good reasons to arm his mind against dullness, obfuscation and lies, all of which thrive on just the incuriosity of which Milo had been a past master.

"Juster taught his readers to question authority, to question generally, and certainly to leave a kindly mark on the world."—Gregory McNamee

"Juster is endlessly inventive, but the plot is nothing more than a tour that Milo takes across the kingdom. Indeed, Juster hardly hesitates to employ completely artificial plot devices to keep things going . . . And by the nature of the characters' functions, they also serve as little more than embodiments of puns (with the notable exception of Tock, who is great)." —Steven Wu

The Phantom Tollbooth, Act One 799

You're the Critic

Possible answers:

1. Some students may agree with Wu that the action of the play is a little forced. Others may agree with McNamee that Milo must overcome obstacles and learn to become more curious.
2. Milo learns to ask questions of the characters and situations around him. At the banquet, for example, he questions the bizarre actions of the characters and suggests to the king that Rhyme and Reason be allowed to return. Through Milo's example, students learn to question their worlds and not to blindly accept things that don't make sense.

After You Read

Assess

Literary Element

1. D. *A* and *B* are incorrect because the moods and characters change rapidly within scenes, and *C* is incorrect because the theme stays constant.
2. B. Students should recognize that dialogue and stage directions are separate in a play.

Reading Strategy

3. Students may say that paraphrasing helped them understand all of the wordplay because they had to stop, think about the different word meanings, and explain them in their own words.
4. One possible paraphrase: Make sure that you value your time. Don't waste it. Otherwise, time will pass and you will not have realized what you missed.

Vocabulary Practice

1. g
2. d
3. c
4. f
5. a

Academic Vocabulary

In the second sentence, *suspended* means "to interrupt."

Literary Element Act and Scene

Test Skills Practice

1. What is one reason the playwright has divided Act One into two scenes?
 - A. to keep the mood of the play the same
 - B. to introduce new characters
 - C. to explore a different theme
 - D. to show a different time and place

Review: Stage Directions

As you learned on page 763, **stage directions** are the instructions that describe the appearance and actions of characters as well as sets, costumes, and lighting. Stage directions are not spoken aloud when a play is performed.

Test Skills Practice

2. All of the following information can be found in the stage directions, except
 - A. changes in lighting and scenery.
 - B. dialogue between characters.
 - C. details about the setting.
 - D. clues about what the characters are feeling.

Reading Strategy Paraphrase

3. Look back at the paraphrase chart you kept while you were reading. Explain how paraphrasing helped you understand the wordplay in *The Phantom Tollbooth*.
4. Paraphrase these sentences, which are spoken by the Clock: "Time is important, but it's what you do with it that makes it so. So my advice to you is to use it. Keep your eyes open and your ears perked. Otherwise it will pass before you know it, and you'll certainly have missed something!"

Vocabulary Practice

Synonyms are words that have the same or nearly the same meaning. Match each boldface vocabulary word with a word from the right column that has the same meaning. Two of the words in the right column will not have matches. Then write a sentence using each vocabulary word or draw or find a picture that represents the word.

- | | |
|-------------------------|----------------------|
| 1. guaranteed | a. reflection |
| 2. ferocious | b. honesty |
| 3. assortment | c. collection |
| 4. ignorance | d. fierce |
| 5. consideration | e. knowledge |
| | f. lack of education |
| | g. promised |

Example:

guaranteed: promised

Sentence: My sister guaranteed that she would get us to the concert on time.

Academic Vocabulary

At the beginning of Scene 1, the stage directions say that "the clock is **suspended** in mid-air." In this sentence, *suspended* means "kept from falling with no apparent support." *Suspended* also has other meanings. For example: At last night's game, play was **suspended** due to rain. What do you think *suspended* means in the preceding sentence?



Literature Online

Selection Resources For Selection Quizzes, eFlashcards, and Reading-Writing Connection activities, go to glencoe.com and enter QuickPass code GL19756u6.

800 UNIT 6 What Are Worthwhile Goals?

Progress Check

Can students comprehend vocabulary?

If...fewer than 2 answers are correct

Then... Glencoe Interactive Vocabulary CD-ROM.

Respond Through Writing

Expository Essay

Analyze Setting In *The Phantom Tollbooth*, Milo receives a tollbooth that allows him to enter a new world. In a short essay, analyze the settings of *The Phantom Tollbooth*. Explain how the settings are related to the plot and characters. In addition, explain how stage directions and dialogue make the settings clear.

Understand the Task Setting is the time and place of a play. In *The Phantom Tollbooth*, the settings present challenges that Milo must face. They also allow the introduction of interesting characters who force Milo to think and act differently.

Prewrite Choose three settings to analyze. Use a chart like the one below to record evidence or supporting details from the play that give a mental picture or necessary information to the intended audience.

Setting	Description	Connection to Plot and Characters
market square of Dictionopolis	The market square is noisy and busy with people buying and selling words.	To pass the Gatekeeper, Milo must give a reason to enter the market.

Draft Before you begin drafting, make an overall plan. For example, you may decide to write an introduction, a paragraph about each setting, and then a conclusion. After you figure out your plan, write your thesis statement. This sentence frame might help you:

In *The Phantom Tollbooth*, the settings of _____, _____, and _____ influence Milo by _____.

Revise After you have written your first draft, read it to determine whether the paragraphs follow a logical order. Rearrange text as necessary so that your ideas are easy to follow.

Edit and Proofread Proofread your paper, correcting any errors in spelling, grammar, and punctuation. Review the Grammar Tip in the side column for information on apostrophes.

Learning Objectives

For page 801

In this assignment, you will focus on the following objectives:

Literary Study: Analyzing setting.

Writing: Writing an expository essay.

Grammar Tip

Apostrophes

Use an **apostrophe** followed by the letter *s* to form the possessive of a singular noun.

At the beginning of the play, a clock is ticking in Milo's bedroom.

To show the possessive form of a plural noun ending in *s*, add an apostrophe after the *s*.

The Lethargarians' busy schedule includes daydreaming, dawdling, and napping.

After You Read

Assess

Respond Through Writing

Expository Essay

Students' essays should discuss each of the settings in Act One of *The Phantom Tollbooth*. Essays should explain the relationship between setting, plot, and character. They should also discuss how the stage directions and the dialogue bring the settings to life. Each essay should have a clear thesis statement.

Students' essays should

- Have a thesis statement
- Discuss most or all of the settings in Act One
- Explain how the settings influence the plot and characters
- Contain an introduction, body, and conclusion

The Phantom Tollbooth, Act One 801

Advanced Learners

DIFFERENTIATED INSTRUCTION



Reading Fluency Have students perform a readers' theater performance of scenes from the play. Explain to students that in readers' theater, no props, sets, or costumes are used, and the performers read from their scripts rather than memorize lines. Instead, the emphasis is on the readers' acting. Students should speak their lines as

clearly as possible and use tone of voice and facial expressions to convey what their characters are feeling. Students should use some movements and gestures, but not so many that they lose their places in their scripts. Advise students to hold their scripts in one hand and use their thumb to keep track of their places. Assign one student to be in

charge of directing each scene by telling students where and how to move. Give students time to rehearse their scenes. Then, have students take turns performing the scenes for the class.

Genre Focus: Drama

Focus

Bellringer Options

Ask: **What is your favorite line spoken by a character in a TV show or a movie?** You may prompt students by quoting one or two memorable lines from a well-known film. Allow several students to quote their favorite lines and ask what they like about those lines. Explain that all of the quotes are *dialogue* and that dialogue functions the same way in movies and TV as in plays.

Teach

Teaching Note

English Learners Point out cognates and false cognates among the key terms. Among the cognates are *exposition* (*exposición*), *climax* (*clímax*), *resolution* (*resolución*), *dialogue* (*diálogo*), *act* (*acto*), and *scene* (*escena*). Point out the English words and ask students to give you the Spanish equivalents. Ask students what pattern they notice in some of the translations. (*English words ending in -tion translate to words ending in -ción.*) False cognates include *character* (*not carácter but personaje*) and *stage directions* (*not direcciones but anotaciones*). Have students look these up in a Spanish-English dictionary.

Learning Objectives

For pages 802–803

In these pages, you will focus on the following objective:

Reading: Analyzing the elements of drama.

Genre Focus: Drama

Drama is a form of entertainment that has a long history. Long ago, people began to act out exciting stories of heroes and their adventures. Throughout the centuries, people have created all kinds of **plays**—stories that are written to be performed in front of an audience. In modern times, authors have written plays to be performed on the radio or on television as well.

Movies and stage, television, and radio plays are examples of drama.

Literary Elements

Plot Like short stories, most dramas have a **plot**, or a sequence of events. The **exposition** introduces the setting, characters, and conflicts, or problems. The **rising action** adds complications to the story's conflicts, leading up to the play's **climax**, which is the point of greatest interest or suspense. The **falling action** is the logical result of the climax, and the **resolution** presents the final outcome.

Character A character is a person or other creature in a literary work. In a drama, actors play the characters. A **dynamic character** changes during the play. A **static character** remains the same throughout the play.

Dialogue The words that characters say are called **dialogue**. A play is a story that is told almost entirely through dialogue. The audience learns about what is happening and what the characters are thinking and feeling through the dialogue. Dialogue reveals the characters' personalities, gives information to the audience, and moves the story forward.

Stage Directions Instructions to guide the way a play is presented are called **stage directions**. The **playwright**, the play's author,

writes the stage directions as part of the **script**. Stage directions are often in brackets. They tell the actors what to do, such as when to enter and leave the stage, or how to stand, move, or speak. The stage directions can identify furniture and objects—**props**—to be placed on the stage. Stage directions can call for music, sounds, or lights during the play. When performing a play, the actors do not speak the stage directions. Instead, the actors or others involved with the play do or show what the stage directions indicate.

Act and Scene An **act** is a major division of a play. A play may be divided into several acts. A **scene** is a subdivision of an act. Each scene presents action in one place or one situation. A new scene may require different scenery, lighting, sound, or props to show a new time or place.

TRY IT

Using one of the graphic organizers on the next page, identify the characteristics of a play in this unit.

802 UNIT 6 What Are Worthwhile Goals?

Literary Element Practice

Character Have students list examples of static and dynamic characters from the plays in this unit or from plays, films, or TV shows they have seen. For at least one character from each category, have students list their reasons for calling the character either static or dynamic.

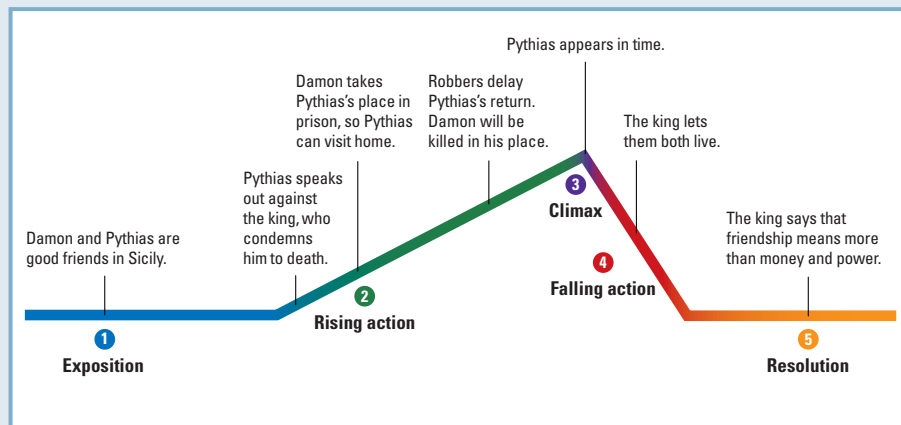


Stage Directions Divide students into small groups and explain that they will recreate a scene from a play, movie, or TV show. Have them jot down the remembered dialogue. Tell them they may alter it to allow each group member to have a few lines. Then, students add written stage directions to show where the actors should stand and how they should move. Have students practice their scenes, following their stage directions.

Characteristics of the Genre

To better understand literary elements in plays, and how playwrights use literary elements to tell a story and achieve their purposes, look at the examples in the graphic organizers below.

Plot Diagram for *Damon and Pythias*



Characterization Chart for Stan from *Brighton Beach Memoirs*

Detail from the Scene	Personality Trait It Reveals	Direct or Indirect Characterization
Eugene says, "He's okay. You'll like him."	likeability	indirect (another character's statement)
Stan tells his boss it isn't fair to make Andrew pay for the hats.	fairness; concern for others	indirect (character's statement)
Stan sweeps dirt on his boss's shoes.	boldness; questionable judgment	indirect (character's actions)

Literature Online

Literature and Reading For more selections in this genre, go to glencoe.com and enter QuickPass code GL19756u6.

Genre Focus: Drama

Teach

Teaching Note

Plot Ask: Is each part of the plot that's listed here necessary? What would happen if a play had little or no exposition? (The play would be confusing because the audience would not know enough about the characters or the situation.)

APPROACHING Review the plot diagram with students and make sure they understand the terms. **Ask:** What kind of information is given in the exposition? (factual background information) Why is Pythias's last-minute arrival the climax of the story? (It's the most tense or exciting moment.) Ask similar questions about the other plot elements to reinforce students' understanding.

Cultural History

Tragedy and Comedy Dramas have been performed for more than two thousand years. Among the earliest known playwrights of the Western world, the Greeks invented the forms of drama called tragedy and comedy. Tragedy, which is thought to have been invented by Thespis in 534 BC, features a hero who suffers because of a flaw in his or her character and comes to an unhappy end. In comedy, the plot is resolved in an upbeat way. **Ask:** What comedy or tragedy have you seen or read lately?

Drama **GENRE FOCUS** 803

English Learners

DIFFERENTIATED INSTRUCTION

Partners Advanced Have students review the concept of plot and practice their speaking fluency. Ask them to think about a story they enjoyed as a child. Have them sketch out a plot diagram for the story. Remind them to include names of the principal characters and a mention of the setting in the exposition. Then have students retell the plot of the story to a partner.

Advanced Learners

DIFFERENTIATED INSTRUCTION

Small Group Have groups of students produce their own one-act play based on real life. First, tell them to decide on a brief everyday incident they could dramatize and to create a plot diagram to lay out the setting and events. Then have them write the play, including both dialogue and stage directions. You may have students perform their drama for the class.

Before You Read

Focus

Bellringer Options

Selection Focus Transparency 17

Students often feel that there's never time to slow down. **Ask:** *Why is it important to make time for friends and family? Do you appreciate the value of slowing down and being quiet once in while?* Lead students in a discussion.

Summary

In "A Time to Talk," the speaker reflects on stopping his work to make time to talk to a passing friend. In "Silence," the speaker expresses contentment at sharing a silent moment with a friend on a beach.

For summaries in languages other than English, see Unit 6 Teaching Resources, pp. 94–99.

Literary Element

Alliteration and Assonance Students may know some popular tongue twisters that contain alliteration and/or assonance. Ask students to identify alliteration in "Betty Batter bought some bitter butter," or assonance in "She sells seashells by the seashore." Ask them to share other similar tongue twisters.

Before You Read

A Time to Talk and Silence

Connect to the Poems

How do you communicate with friends or family members? Think about some ways you share your thoughts and feelings with others.

List Make a list of all the ways you can communicate with your friends or family members. Do all of the ways involve words?

Build Background

Have you ever noticed that it is sometimes hard to figure out a person's emotions in an e-mail compared with talking to him or her face-to-face? That is because much of our communication is *nonverbal*. This means communicating through means other than words. Smiling is an example of nonverbal communication. Gestures, facial expressions, and tone of voice are nonverbal ways we communicate with one another.

Set Purposes for Reading

BQ BIG Question

As you read, ask yourself, how does friendship inspire wisdom in the speaker of each poem?

Literary Element Alliteration and Assonance

Alliteration is the repetition of consonant sounds, usually at the beginning of words. Notice the repetition of the *s* sound and the *m* sound in a line from Lewis Carroll's poem "The Walrus and the Carpenter."

Let seven maids with seven mops

Assonance is the repetition of vowel sounds, especially in a line of poetry. For example,

The hot popcorn hopped and popped.

Both **alliteration** and **assonance** affect the sound of a poem and help convey its tone. They can draw attention to certain words or lines, making the poem's meaning clearer. Alliteration and assonance can also make a poem sound more musical.

Read each poem aloud. As you read, listen for places where each poet uses alliteration or assonance.

Learning Objectives

For pages 804–807

In studying these texts, you will focus on the following objectives:

Literary Study:

Analyzing alliteration.
Analyzing assonance.

Writing: Applying alliteration and assonance to writing a stanza.

Meet the Authors



Robert Frost

Robert Frost often wrote about people's relationship to nature. He was born in 1874 and died in 1963.

Paul Laurence Dunbar

Paul Laurence Dunbar was the first African American who made a living from writing. He was born in 1872 and died in 1906.



Author Search For more about Robert Frost and Paul Laurence Dunbar, go to glencoe.com and enter QuickPass code GL19756u6.

804 UNIT 6 What Are Worthwhile Goals?

Literary Element Practice

Alliteration Discuss with students how a thesaurus can help them find words that both express their idea and begin with the same letter. On the board write *friends*, *gift*, and *pup*. Have student partners write alliterative phrases by adding at least one adjective to each noun. Suggest that the partners first jot

down ideas without worrying about alliteration. Then, for each noun and adjective, they can find synonyms that begin with the same letter or sound. Have students present their finished phrases to the class.

Teach

Literary Element

1

Alliteration and Assonance The *st* sound is repeated in *stand still* and the *h* sound is repeated in *hills* and *haven't hoed*.

BQ BIG Question

He is trying to finish hoeing the hills, but he has the wisdom to realize it is more important to pause in his work to visit with a friend.

Writer's Technique

Outside Influences Much of Frost's poetry is set in the New England countryside, where he lived for many years. Frost often uses nature as the subject of his poems. The natural world provides a means for serious reflection on deeper meaning in life, including questions about human relationships and the choices people make. **Ask:** *In this poem, how does the speaker's dilemma, or problem, represent a larger human dilemma? (Relationships often involve some self-sacrifice as we choose to give up something we would rather do to please others.)*

On all the hills I haven't hoed,
And shout from where I am, What is it?
No, not as there is A Time to Talk



Field with House, 2006.
Lou Wall.

When a friend calls to me from the road
And slows his horse to a meaning walk,²
I don't stand still and look around
On all the hills I haven't hoed,
5 And shout from where I am, What is it?
No, not as there is a time to talk.
I thrust my hoe in the mellow⁷ ground,
Blade-end up and five feet tall,
And plod:⁹ I go up to the stone wall
10 For a friendly visit.

² Here, a **meaning walk** is a meaningful or purposeful pace, with the friend slowing down to show that he wishes to talk with the speaker of the poem.

⁷ Soil that is **mellow** is soft and rich in organic material.

⁹ To **plod** is to walk slowly and heavily.

Alliteration and Assonance
What are two examples of alliteration in lines 3 and 4?

1

BQ BIG Question

What goal is the speaker trying to achieve when a friend calls to him? What does he have the wisdom to realize?

A Time to Talk and Silence 805

English Learners

DIFFERENTIATED INSTRUCTION



Intermediate Before reading these poems, list the following words and phrases on the board:

- *meaning walk*
- *plod*
- *mellow ground*
- *blade-end up*
- *'tis*
- *spray*

Ask students to work with a partner to make a list of definitions by looking up the words in a dictionary or looking at the footnotes. When the pairs have finished, discuss the meanings of these words as a class. Ask volunteers to pantomime the meanings of some of these words, such as the meaning of *walk* or *plod*. (meaning walk: *a walk with purpose*; plod: *to walk or slowly or heavily*; mellow ground: *soft and moist*; blade-end up: *with the sharp edge*

up; 'tis: contraction of "it is," and spray: water droplets.)

UNIT SIX

Teach

Literary Element

1

Alliteration and Assonance Students should name any two of these examples of assonance: the short *i* sound in *In* and *Is* or the long *e* sound in *between*, *we*, *deepest*, and *speech*.

BQ BIG Question

The speaker is saying that sitting in silence is better than talking or doing some other activity together. This suggests that the two friends understand each other so well that talking is unnecessary and even intrusive at a moment such as this.

ENGLISH LEARNERS **Ask:** *What is meant by the phrase **deepest speech**? How does this differ from another common meaning of **deepest**? (In this context, deep means “serious” or “of great meaning.” Deepest speech means “talk that is meaningful.” Deep can also mean “extending far down from the surface or top.”)*



Young Girls on the Beach,
c. 1898. Pierre Auguste Renoir.
Oil on canvas. Private Collection.

Silence

Paul Laurence Dunbar

1

'T is better to sit here beside the sea,
Here on the spray-kissed beach,
In silence, that between such friends as we
Is full of deepest speech.

Alliteration and Assonance

What are two examples of assonance in the last two lines of the poem?

BQ BIG Question

Why might sitting in silence with a friend be a worthwhile goal?

806 UNIT 6 What Are Worthwhile Goals?

Vocabulary Practice



Connotation Explain to students that the words in poems, especially short poems, are chosen very carefully—and not just for their dictionary definitions, or denotations. They are also chosen for their connotations. **Say:** *Connotation means “the feelings associated with a word.” For instance, the ground in Frost’s poem isn’t just soft ground—it’s mellow. That means it’s more than soft; it’s comfortingly soft, so you get the feeling the poet wants to work*

it—not stop and talk. As you read, think about the connotations of other words in either poem.

After reading, discuss some of the connotations of words such as *plod*, *spray-kissed*, and *deepest speech*. (*Plod* has a slightly negative connotation. *Spray-kissed* has a light, playful association. *Deepest speech* implies something intense and true.)



Fluency Divide the class into two groups for a choral reading of the two poems. Ask students to be expressive to communicate meaning and engage listeners. Encourage them to use appropriate intonations (clued by punctuation) and reflect the poet’s tone (clued by the word choice and sentence construction). As one group performs, invite the other group to identify the tone, mood, or emotion.

Assess

Respond and Think Critically

Possible answers:

1. The speaker is working on a farm when a friend stops to talk. The speaker leaves his work to talk with the friend.
2. It tells you he is a good friend, the sort who will leave his work for a "friendly visit" even if you stop by unexpectedly.
3. He means that the friends can communicate their thoughts and feelings without words, simply by being together.
4. The sea and the beach are always side by side, and the sea spray "kisses" the beach. These images reflect the friendship between the speaker and his friend.
5. In the second stanza, alliteration includes *time* and *talk*; *five* and *feet*. Students may say that the alliteration is effective because it emphasizes the speaker's choice of talking to a friend.
6. Possible response: Both speakers feel friendship is very important, and thus a worthwhile goal. Each speaker chooses to spend time with friends instead of doing something else.

Spelling Link

stars, echoes, bushes, hooves, ferries, loaves, men, teeth

Writing

Write a Stanza Students' stanzas should focus on some aspect of friendship or something that they have learned about life. Stanzas should contain at least one example of assonance or alliteration.

After You Read

Respond and Think Critically

1. In your own words, retell "A Time to Talk." [Paraphrase]
2. What does the speaker's response to his friend's visit in "A Time to Talk" tell you about the speaker? [Infer]
3. In "Silence," what does the speaker mean when he says that silence is "full of deepest speech"? [Interpret]
4. In "Silence," how are the sea and the beach related? How does the image reflect the relationship of the friends? [Analyze]
5. **Literary Element Alliteration and Assonance** In "A Time to Talk," what does the alliteration in the second five lines emphasize? How effective is the poet's use of alliteration in the poem? [Evaluate]
6. **BQ BIG Question** How do you think each speaker would answer the question "Is having friends a worthwhile goal?" Explain your answer. [Conclude]

Spelling Link

Forming Plurals Forming plurals can be tricky. For many words, adding -s or -es forms the plural.

boy → boys solos → solos
box → boxes potato → potatoes

If the word ends in a consonant plus *y*, change *y* to *i* and add -es.

baby → babies

For some words, you must change *f* to *v* and add -es.

thief → thieves calf → calves

Some plural nouns are the same as the singular noun.

deer → deer

Some plurals do not follow any rules.

woman → women foot → feet

Practice Form plurals of the following singular nouns: *star*, *echo*, *bush*, *hoof*, *ferry*, *loaf*, *man*, *tooth*. Check your answers in a dictionary to see whether they are correct.

Writing

Write a Stanza Write one stanza of a poem of your own about friendship or something that you have learned about life. Use alliteration and assonance to give your stanza a musical quality.

TIP

Analyzing

Here are some tips to help you answer question 4. Remember, when you **analyze**, you look at separate parts of something to understand the entire piece.

- Visualize the waves washing in and out on a beach.
- Think about the phrase "spray-kissed beach." Why does the poet use the word *kissed* to describe the way the sea moves near the beach?
- How are the sea and the beach like the friends who sit together beside the sea?

FOLDABLES Study Organizer Keep track of your ideas about the **BIG Question** in your unit Foldable.

Literature Online

Selection Resources

For Selection Quizzes, eFlashcards, and Reading-Writing Connection activities, go to glencoe.com and enter QuickPass code GL19756u6.

Time to Talk and Silence 807

Writing Practice

Write a Reflection Nature plays an important role in both "A Time to Talk" and "Silence."

Ask: **How do the speakers in these poems show a deep appreciation for nature?** (In "A Time to Talk," the speaker seems reluctant to leave his hoeing of the mellow ground. In "Silence," the friends sit peacefully by the sea on the "spray-kissed beach.") Ask students to write a brief reflection about a time they spent in nature—whether it was going for a walk,

taking a long bike ride or drive through the countryside, or some other experience. Ask them to reflect on how they felt during their time in nature. Afterwards, ask volunteers to share their reflections with the class.

Before You Read

Focus

Bellringer Options

Ask students if they have ever dreamed of having great wealth.

Say: **What might be some of the drawbacks of having a lot of money?**

Cultural History

Why Gold? Gold has some unusual properties that have made it highly prized over the ages. It conducts heat and electricity, and it reflects light and radiation. It is dense, bright, and tough. No metal is more malleable. This flexibility—combined with gold’s beauty and the fact that it does not tarnish or corrode—makes gold ideal for ornamentation. Because people all over the world recognize the value of gold, many societies have used it as money. Today we still use it in jewelry—but also in high-tech applications, such as the visors of astronauts’ space suits.

Before You Read

The Golden Touch

Connect to the Myth

Think about a time when you got something you wished for.

Quickwrite Freewrite for a few minutes about getting your wish. Why did you make that particular wish? Was the result what you had expected?

Build Background

In Greek and Roman mythology, gods and goddesses often interact with mortals (humans). A god might seek the affections of a mortal woman or offer advice to a mortal ruler. In fact, the gods behave much like people. They argue, they get angry, and they fall in love. But they also have extraordinary powers.

Bacchus (bak’əs), the Roman god in this story, is called “the merry god” because he is the god of celebration. He is also associated with plentiful harvests. The Greek name for Bacchus is Dionysus (dī’ə nī’əs).



Young Man With Fruit (The Sick Young Bacchus), 1591.
Michelangelo M. da Caravaggio. Oil on canvas. Galleria Borghese, Rome.

Meet Mary Pope Osborne



“I feel that the years I spent traveling . . . and my interests in philosophy and mythology have all informed and shaped my work.”

—Mary Pope Osborne

A Life of Travel “My childhood was spent on different Army posts with my parents, two brothers, and sister,” says Mary Pope Osborne. As the daughter of a United States Army colonel, she often moved and traveled with her family. They lived mostly in the southern United States and, for three years, in Austria.

Literary Works Osborne is the author of many works, including *Tales from the Odyssey*, a six-book series that retells the adventures of Odysseus, a hero of Greek mythology.

Osborne was born in 1949.



Author Search For more about Mary Pope Osborne, go to glencoe.com and enter QuickPass code GL19756u6.

808 UNIT 6 What Are Worthwhile Goals?

English Learners

DIFFERENTIATED INSTRUCTION

Vocabulary Preteaching Discuss the strong verbs in this story. Write on the board:

- wailed
- stumbled
- begged
- forgive
- cleansed
- starved

- moaning
- grieved
- sobbing
- beat
- clapped
- speared
- waved

Have pairs of students act out these verbs in pantomime. Then **ask:** **Which of these**

verbs have related meanings? How are they related? (Begged and forgive both deal with relationships between people. Wailed, moaning, grieved, and sobbing all refer to ways people express sadness. Beat and clapped both refer to hitting things.)

Set Purposes for Reading

BQ BIG Question

As you read, ask yourself, how does King Midas's desire for wealth cause him to choose an unwise goal?

Literary Element Irony

In literature, as in life, things are not always what they seem. **Irony** is a contrast between what is expected and what actually happens. **Situational irony** occurs when the outcome of a situation is the opposite of what might be expected.

Writers may use irony to create humor or surprise. Recognizing irony will help you understand important points the author is making.

As you read, ask yourself, what does King Midas expect and what actually happens?

Reading Strategy Interpret Author's Meaning

To **interpret author's meaning** is to figure out the author's message in a work of literature. You use your own understanding of the world and information the author provides to decide what is the overall point of the events or ideas presented. It is possible for more than one interpretation to be reasonable.

Interpreting meaning gives you a deeper understanding of what you read. Many authors do not directly declare their main ideas. They let the reader do some of the work.

To interpret author's meaning, ask yourself,

- What is the author trying to say?
- What specific details, descriptions, or information from the story back up my thoughts and feelings?
- How have my own experiences and prior knowledge influenced my feelings about this story?

You may find it helpful to use a graphic organizer like the one below.

Situation in Story	My Experience	Possible Interpretation
King Midas wishes that everything he touches would turn to gold.	People place great value on gold.	It may not be good to get everything you wish for.

Learning Objectives

For pages 808–814

In studying this text, you will focus on the following objectives:

Literary Study: Analyzing situational irony.

Reading: Drawing conclusions about author's meaning.

TRY IT

Interpret Author's Meaning A magazine ad says, "Movie stars use *Brilliance* for the whitest smile possible. Are you brilliant?" What is the real message of the advertisement? How do you know?

Before You Read

Focus

Summary

Bacchus grants King Midas one wish. Midas asks for everything he touches to turn to gold. Soon he is happily turning twigs and grass to pure gold. But when he tries to eat a meal, the meat turns to gold on his lips; and everyone he knows is now afraid to touch him. Chastened, he asks Bacchus to undo the wish.

For summaries in languages other than English, see Unit 6 Teaching Resources, pp. 104–109.

Literary Element

Irony Point out that irony underlies much comedy, especially when surprise is part of the joke. It's irony, for example, when a world-famous detective can't find his glasses because they are sitting on top of his head. Ask students for other examples from movies or TV.

Reading Strategy

Interpret Author's Meaning Explain that interpreting simply means reading carefully, asking yourself questions about what you read, and thinking about the meaning.

TRY IT

To look like a movie star, you should use Brilliance too. You know this is the message because it is an ad.

The Golden Touch 809

English Learners

DIFFERENTIATED INSTRUCTION



Intermediate Ask students if they are familiar with the saying "Be careful what you wish for. You might get it." Have students paraphrase and discuss any stories they know about people whose fondest desire turns out to be not so desirable. Discuss what these stories

have in common and what we can learn from them. **Ask:** *Is it human nature to want what is not good for us? Or do we simply have to experience negative consequences before we can know what is not good for us?* Have students explain their answers.

Teach

Reading Strategy

1

Interpret Author's Meaning Bacchus might be voicing the author's opinion of Midas's request.

For additional reading skill or strategy practice, see Unit 6 Teaching Resources, p. 111.

Literary History

Roman Gods Bacchus is described as “the merry god” because he was the Roman god of wine. Not surprisingly, he is also associated with celebrations. The word *bacchanal*, which refers to a long, wild party, comes from his name. However, drinking too much wine causes problems, and Bacchus has a dark side. Another myth tells of a group of women—the Bacchantes—who were so intoxicated that they attacked and killed Pentheus, a king. One of the Bacchantes was Pentheus's own mother, too crazed to recognize her son.

The Golden Touch

retold by Mary Pope Osborne

Bacchus, the merry god, raised his goblet. “To you, King Midas,”¹ he said, “and because you have been so hospitable² to me—ask for anything you wish, and I will grant it to you.”

“What an idea!” said Midas. “Anything I wish?”

“Indeed, anything,” said Bacchus.

“Anything?”

“Yes! Yes!”

“Ah, well,” said the king, chuckling. “Of course, there's only one thing: I wish that everything I touch would turn to gold!” Midas looked sideways at Bacchus, for he couldn't believe such a gift could really be his.

1 “My friend, you already have all the gold you could possibly want,” said Bacchus, looking disappointed.

“Oh, no! I don't!” said Midas. “One never has enough gold!”

“Well, if that's what you wish for, I suppose I will have to grant it,” said Bacchus.

1 *Midas* (mī' dās)

2 Someone who is *hospitable* (hos' pi tə bəl) offers a friendly and generous welcome to guests or strangers.

Visual Vocabulary

A goblet is a drinking vessel, usually made of glass, with a base and a stem.



Interpret Author's Meaning

In what way might Bacchus be speaking for the author?

810 UNIT 6 What Are Worthwhile Goals?

Reading Practice



Predict Remind students that predicting means guessing what will happen next based on what you have already read. After students have read up to “The pillars of his mansion!” ask them what they think will happen next, and why. Point out clues in the narrative, such as Bacchus's disappointment and reluctance at granting Midas the golden touch.

Teach

Literary Element

2

Irony Students may say that Midas's happiness will likely soon turn to dismay, because sooner or later he will touch something that he does not actually want to be gold.



For additional literary element practice, see Unit 6 Teaching Resources, p. 110.

Writer's Technique

Foreshadowing Foreshadowing is the use of clues or hints about what will happen later in the story. It is foreshadowing, for example, when Midas says, "One never has enough gold," and when Bacchus makes a quick, silent exit that suggests he senses something bad is coming.



For an audio recording of this selection, use Listening Library Audio CD-ROM.

Readability Scores

Dale-Chall: 5.2
DRP: 47
Lexile: 760



King Midas. Arthur Rackham. Pen and ink & watercolor on paper. Private Collection.

Bacchus soon took his leave.³ As Midas waved good-bye to him, his hand brushed an oak twig hanging from a tree—and the twig turned to gold!

The king screamed with joy, then shouted after Bacchus, "My wish has come true! Thank you! Thank you!"

The god turned and waved, then disappeared down the road.

Midas looked around excitedly. He leaned over and picked a stone up from the ground—and the stone turned into a golden nugget! He kicked the sand—and the sand turned to golden grains!

King Midas threw back his head and shouted, "I'm the richest man in the world!" Then he rushed about his grounds, touching everything. And everything, *everything* turned to gold: ears of corn in his fields! Apples plucked from trees! The pillars of his mansion!

When the king's servants heard him shouting, they rushed to see what was happening. They found their king

Irony What makes Midas's sense of joy ironic?

2

³ When Bacchus **took his leave**, he said good-bye and left.

Approaching Level

DIFFERENTIATED INSTRUCTION



Emerging Explain that this story begins *in medias res*, or "in the middle of things." The author doesn't tell you directly that Bacchus and Midas are having dinner together. You must figure that out from the clues *goblet* and *hospitable* in the first paragraph. Explain that this is the fictional equivalent of opening a movie with a chase scene, before you

know who the good guys and bad guys are. Ask students for examples of other stories that begin this way. **Ask:** *Why do you think an author might tell a story without an introduction?* (Possible answer: *It's more exciting; readers can figure out the background from the rest of the story.*)

English Learners

DIFFERENTIATED INSTRUCTION



Intermediate Explain that the suffix *-ways* can mean "in the direction of," as in *sideways* or *crossways*. It is also associated with several informal or colloquial usages: *anyways* (for *anyway*) and *leastways* (for *at least*). However, *always* is correct. The suffix *-ways* actually comes from the same root as *way*, or "path," so its directional meaning is easy to remember.

Teach

Teaching Note

Irony Midas did not expect his food to turn to gold. He thought he would be triumphant when he got his wish, but it turns out that his wealth will now keep him from satisfying his most basic needs. This is situational irony.

APPROACHING If students misidentify this as verbal irony, explain that the sentence describes something that actually happens—that is, the words mean what they are normally supposed to mean. If this were verbal irony, the author might say the meat did not turn to gold (but *imply* that it did), or say “The meat was the most succulent, juicy, cold, hard gold you ever tasted.”

dancing wildly on his lawn, turning the grass to glittering blades of gold. Everyone laughed and clapped as Midas washed his hands in his fountain and turned the water to a gleaming spray!

Finally, exhausted but overjoyed, King Midas called for his dinner. His servants placed a huge banquet meal before him on his lawn. “Oh, I’m so hungry!” he said as he speared a piece of meat and brought it to his mouth.

King Midas. Artist unknown. Gouache on paper. Private Collection.



812 UNIT 6 What Are Worthwhile Goals?



Writing Practice

Fable Have students think of other ways they could illustrate the moral “Be careful what you wish for.” Have them begin with characters.

Ask:

- What things, besides gold, might a character wish for? (Think of food, clothes, cars, jewelry.)
- What sort of person would wish for these things? How can you use those traits to create a character?

- What would happen if that character received his or her wish in excess?
- What would be the final consequences?

Then tell students to write a brief fable using that character and that wish. Some students may wish to turn their fables into a short play that they present to the class.

But suddenly King Midas realized his wish may not have been as wonderful as he thought—for the moment he bit down on the meat, it, too, turned to gold.

Midas laughed uneasily, then reached for a piece of bread. But as soon as his hands touched the bread, it also became a hard, golden nugget! Weak with dread, Midas reached for his goblet of water. But alas! His lips touched only hard, cold metal. The water had also turned to gold.

Covering his head and moaning, King Midas realized his great wish was going to kill him. He would starve to death or die of thirst!

“Bacchus!” he cried, throwing his hands toward heaven. “I’ve been a greedy fool! Take away your gift! Free me from my golden touch! Help me, Bacchus!”

The sobbing king fell off his chair to his knees. He beat his fists against the ground, turning even the little anthills to gold. His servants grieved for him, but none dared go near him, for they feared he might accidentally turn them to gold, too!

As everyone wailed with sorrow, Bacchus suddenly appeared on the palace lawn. The merry god stood before the sobbing king for a moment, then said, “Rise, Midas.”

Stumbling to his feet, King Midas begged Bacchus to forgive him and to take away the curse of the golden touch.

“You were greedy and foolish, my friend,” said Bacchus. “But I will forgive you. Now go and wash yourself in the Pactolus River that runs by Sardis, and you’ll be cleansed of this desire to have more gold than anyone else!”

King Midas did as Bacchus said. He washed in the Pactolus, leaving behind streams of gold in the river’s sands. Then he returned home and happily ate his dinner.

And that is why the sands of the Pactolus River were golden. 🍷

BQ BIG Question

What has King Midas learned about worthwhile goals?

1

Irony How are Midas and Bacchus opposites in this description? What is ironic about this contrast?

2

Interpret Author’s Meaning Is this the real message of the myth? If not, what is the real message?

UNIT SIX

Teach

BQ BIG Question

Students may say Midas realizes that people do not always recognize what they truly need, or that the lures of gold or riches can blind people to things that are more important.

Literary Element

1

Irony Earlier, they were celebrating. Midas was gleeful after making his wish, and Bacchus was disappointed. Midas, a king, has been brought unexpectedly low.

Reading Strategy

2

Interpret Author’s Meaning Students will probably say that this is not the real message. Most students will say that the real message is a warning about being blinded by greed.



To check students’ understanding of the selection, see Unit 6 Teaching Resources, pp. 112–113.

The Golden Touch 813

English Learners

DIFFERENTIATED INSTRUCTION



Intermediate Explain that the prefix *over-* comes from the preposition *over*, and it can mean several things. Most of its meanings are related to the preposition’s meanings: “above” or “excessively.” To be *overjoyed*, like Midas, is to have excessive joy. To

overachieve is to do more than what was expected. To *overdress* is to wear clothes that are excessively formal or fancy. An *overdose* happens when someone takes too much medicine. Midas is about to have an *overabundance* of gold. He may discover he

has *overindulged*. Have students brainstorm and orally define other words with the prefix *over-*. (Sample answers: *overdrive*, *override*, *overrun*, *overdo*, *overprotect*, *overlap*, *overkill*, *overweight*, *oversleep*.)

After You Read

Assess

For additional assessment, see Assessment Resources, pp. 159–160.

Respond and Think Critically

Possible answers:

1. Bacchus is grateful for Midas's hospitality.
2. They are frightened that they, too, will be turned into gold.
3. Students may say that he could perform great charity with so much gold. The fact that he cannot eat, drink, or touch other people turns out to be dangerous.
4. Midas's wish is ironic because the outcome is the opposite of the one he anticipated. He expected a life of complete wealth and ease, not starvation and hardship.
5. The author might be suggesting that human desires are often foolish, selfish, and shortsighted.
6. Students may say that a wise person might have wished for nothing, because he would have been content with what he already had.

Spelling Link

ladyes: ladies
likeing: liking
nieghbor: neighbor
triing: trying
wisly: wisely
useing: using

After You Read

Respond and Think Critically

1. Why does Bacchus offer Midas anything he wants? **[Recall]**
2. Why can't Midas's servants help him? **[Summarize]**
3. What aspects of Midas's wish might be positive? What aspects turn out to be negative? **[Interpret]**
4. **Literary Element Irony** What is ironic about Midas's greatest wish? **[Compare]**
5. **Reading Strategy Interpret Author's Meaning** Think about what Midas wishes for and what he gets. What might the author be suggesting about human desires? **[Analyze]**
6. **BQ BIG Question** What might a wise person have wished for in Midas's place? Explain. **[Conclude]**

Spelling Link

Frequently Misspelled Words Frequently misspelled words can cause problems even for experienced writers. Recognizing spelling rules can help you avoid some of these mistakes.

Rules

i before e—Place *i* before *e* except after *c* or when both letters are pronounced together as a long *a* sound: **believe, receive, weight**.

Exceptions include *science, weird, either, seize, protein, leisure*.

Silent e—If a word ends with a silent *e*, drop the *e* before adding a suffix beginning with a vowel or a *y*: **skat(ing), nois(y)**.

Final y—When adding a suffix to words ending with a vowel + *y*, keep the *y*: **enjoy(ment), play(ful)**. For words ending with a consonant + *y*, change the *y* to *i* unless the suffix begins with *i*: **lazi(ness), happi(ness), fly(ing)**.

Practice Find and correct each misspelled word.

ladyes likeing cried nieghbor relieve hoping joyful
triing baker sleigh wisly entirely merrily useing taking

Writing

Write a Summary Write a one-paragraph summary of "The Golden Touch." Remember that when you summarize, you retell a selection's main events and most important details in your own words. A summary should be short and to the point. You may want to reread the selection to identify the main events.

TIP

Analyzing

Here are some tips to help you answer question 5. Remember that **analyzing** means looking at the parts to understand the whole.

- Examine the details and events of the story.
- Think about how the parts are related to one another.
- Ask yourself what the story's greater meaning might be. How do the parts of the story support this meaning?

FOLDABLES Study Organizer Keep track of your ideas about the **BIG Question** in your unit Foldable.

Literature Online

Selection Resources
For Selection Quizzes, eFlashcards, and Reading-Writing Connection activities, go to glencoe.com and enter QuickPass code GL19756u6.

814 UNIT 6 What Are Worthwhile Goals?

Writing

Write a Summary Students' summaries should mention that Bacchus grants Midas a wish; that Midas wishes to turn everything he touches into gold; that the wish backfires when he cannot eat, drink, or touch other people; and that after Midas pleads with him, Bacchus tells Midas how to return to normal.

Focus

Bellringer Options

 Literature Launchers: Pre-Reading Videos DVD, Selection Launcher

Selection Focus Transparency 18

Ask: **Have you ever relied on a friend to get you through a difficult situation?** Ask students to share their experiences when they relied upon their friends.

BQ BIG Question

As they read, encourage students to think about how the characters' goals change throughout the stories.

Literary Element

Style While the word *style* is often used to refer to fashion, it can also refer to people's way of expressing themselves. Each person has a unique style, as does each writer. Encourage students to think of how these writers' styles differ.

Reading Skill

Compare and Contrast Review with students some definitions of literary terms in preparation for completing the chart. In particular, remind them that tone means "an author's attitude toward a subject." *Descriptive language* is "writing that creates an impression of something by appealing to one or more of the five senses." *Figurative language* means "language that communicates ideas beyond the literal meanings of words," and includes figures of speech, such as metaphors, similes, and personification.

Comparing Literature

Zlateh the Goat and The Boy Who Lived with the Bears

BQ BIG Question

As you read these paired selections, ask yourself, what do the main characters learn about life?

Literary Element Style

Many elements shape an author's **style**—tone, word choice, sentence length and structure, and literary devices such as figurative language, imagery, and symbols. Style can reveal the author's purpose for writing and the author's attitude toward a subject. As you read each story, notice each author's writing style.

Reading Skill Compare and Contrast

Comparing is thinking about how two things are alike. **Contrasting** is thinking about how two things are different. When you **compare and contrast** two movies with a friend, you might talk about how the action in each movie is alike and how it is different.

Comparing and contrasting can help you understand how authors write. On the following pages, you'll compare and contrast the writing styles in "Zlateh the Goat" and "The Boy Who Lived with the Bears." Use a comparison chart like the one below to record details about the author's style in each story.

	Zlateh the Goat	The Boy Who Lived with the Bears
Word Choice		
Sentence Length/Structure		
Literary Devices		

Learning Objectives

For pages 815–831

In studying these texts, you will focus on the following objective:

Literary Study: Analyzing author's style.

Meet the Authors



Isaac Bashevis Singer

Singer won the Nobel Prize for literature in 1978.



Joseph Bruchac

Bruchac's writing is inspired by his Native American ancestors.



Literature Online

Author Search For more about Isaac Bashevis Singer and Joseph Bruchac, go to glencoe.com and enter QuickPass code GL19756u6.

English Learners

DIFFERENTIATED INSTRUCTION



Intermediate Explain to students that figurative language includes many different kinds of figures of speech. One kind is *personification*, in which a writer gives human characteristics to things, ideas, or animals. Write the following sentence on the board: *The wind whistled, howled, and whirled in the snow.* Ask students

if the wind can really whistle and howl the way people can. Ask them to think of other examples of personification that they have heard or read before. (*A storm rages or a cat complains.*) Tell students to look for other examples of personification as they read the stories.

Teach

Teaching Note

Setting Help students use details in the first two paragraphs to learn about the story's setting. **Ask:**

What details provide information about the story's time and place?

What information do they provide?

(Possible answers: Since there is only one road between the village and the town, the setting is probably a small area. It's probably rural. There are references to cattle, a goat, and a harvest. The use of the word gulden suggests the story takes place somewhere in Europe, in the past.)

View the Art

Say: **What kind of mood does the illustration convey? How does the illustration capture the events described in the beginning of the story?** *(The illustration conveys a serious mood as Aaron and Zlateh prepare to leave for the market. Students may say that Aaron looks small and quiet against the background of his village.)*

Readability Scores

Dale-Chall: 5.5

DRP: 51

Lexile: 810

Reading Practice

Connect Explain to students that connecting means finding links between what you read and your own experience. Ask students if they have ever had to part with a treasured animal. Encourage them to share their experiences or the experiences of people they know.

Zlateh the Goat

Isaac Bashevis Singer

translated by the author and Elizabeth Shuh

At Hanukkah¹ time the road from the village to the town is usually covered with snow, but this year the winter had been a mild one. Hanukkah had almost come, yet little snow had fallen. The sun shone most of the time. The peasants² complained that because of the dry weather there would be a poor harvest of winter grain. New grass sprouted, and the peasants sent their cattle out to pasture.

¹ **Hanukkah**, or Chanukah (hä'nə kə), is an eight-day Jewish holiday in early winter that celebrates an ancient event.

² **Peasants** were poor farmers.



816 UNIT 6 What Are Worthwhile Goals?

Visualize Explain to students that visualizing means creating pictures in their minds as they read. **Ask:** **How would you describe the signs of the sudden storm?** *(Students may describe the large black cloud, cold wind, crows flying low and croaking, hail, and darkness.)* Ask students to visualize the

elements and events as though the storm were around them. Ask them to describe their visual images. **Ask:** **To which of the five senses does the description of the storm appeal?** *(The description appeals to the senses of sight, touch, and sound.)*

For Reuven the furrier³ it was a bad year, and after long hesitation he decided to sell Zlateh the goat. She was old and gave little milk. Feivel the town butcher had offered eight gulden⁴ for her. Such a sum would buy Hanukkah candles, potatoes and oil for pancakes, gifts for the children, and other holiday necessities for the house. Reuven told his oldest boy Aaron to take the goat to town.

Aaron understood what taking the goat to Feivel meant, but had to obey his father. Leah, his mother, wiped the tears from her eyes when she heard the news. Aaron's younger sisters, Anna and Miriam, cried loudly. Aaron put on his quilted jacket and a cap with earmuffs, bound a rope around Zlateh's neck, and took along two slices of bread with cheese to eat on the road. Aaron was supposed to deliver the goat by evening, spend the night at the butcher's, and return the next day with the money.

While the family said goodbye to the goat, and Aaron placed the rope around her neck, Zlateh stood as patiently and good-naturedly as ever. She licked Reuven's hand. She shook her small white beard. Zlateh trusted human beings. She knew that they always fed her and never did her any harm.

When Aaron brought her out on the road to town, she seemed somewhat astonished. She'd never been led in that direction before. She looked back at him questioningly, as if to say, "Where are you taking me?" But after a while she seemed to come to the conclusion that a goat shouldn't ask questions. Still, the road was different. They passed new fields, pastures, and huts with thatched⁵ roofs. Here and there a dog barked and came running after them, but Aaron chased it away with his stick.

³ A **furrier** is someone who makes or sells fur clothing.

⁴ **Gulden** (gould'an) is the name of gold or silver coins once used in many European countries.

⁵ A **thatched** roof is made of thick grass or straw.



1

Comparing Literature What do the descriptive details in this paragraph tell you about Aaron?

2

Comparing Literature What literary technique is the writer using in this paragraph? As you read, watch for places where the writer uses this technique again.

Comparing Literature

Teach

Comparing Literature

1

Aaron is strong, obedient, and thoughtful. Unlike his sisters, he doesn't cry, but obeys his father without question. He prepares for the trip by taking along bread and cheese.



For additional reading skill or strategy practice, see Unit 6 Teaching Resources, p. 122.

Comparing Literature

2

The writer is using personification by giving the goat human qualities, such as the idea of a goat feeling astonished and asking—or choosing not to ask—questions.

ADVANCED Ask: What is humorous about this use of personification?

(It is funny to think of a goat calmly reaching this conclusion about the way a normal goat should behave, although a normal goat would not be capable of thinking this way.)

COMPARING LITERATURE 817

English Learners

DIFFERENTIATED INSTRUCTION



SMALL GROUP **Beginning** Weather is an important factor in this story. Suggest that students work in small groups to discuss other weather-related stories they know and, in particular, if weather has affected a holiday or family celebration of their own. Ask each group to share their thoughts with the class. Then as a

class, discuss how weather affects mood and activity. As students read the story, have them make a drawing or poster of the weather scene. Challenge them to come up with a caption to their artwork that briefly describes Aaron and Zlateh's dilemma.

Teach

Literary History

Fables and Parables Parables and fables are two kinds of stories that have a strong moral, or lesson, to teach. More often, fables involve animals while parables are about human characters. For example, the famous story of “The Tortoise and the Hare” is an example of a fable rather than a parable since it involves animals. “Zlateh the Goat” shows aspects of both kinds of stories, in that Singer uses an animal *and* a person. Invite students who enjoy reading and telling stories to look up differences between fables and parables. Ask them to find examples of both kinds and describe these differences to the class.

The sun was shining when Aaron left the village. Suddenly the weather changed. A large black cloud with a bluish center appeared in the east and spread itself rapidly over the sky. A cold wind blew in with it. The crows flew low, croaking. At first it looked as if it would rain, but instead it began to hail as in summer. It was early in the day, but it became dark as dusk. After a while the hail turned to snow.

In his twelve years Aaron had seen all kinds of weather, but he had never experienced a snow like this one. It was so dense⁶ it shut out the light of the day. In a short time their path was completely covered. The wind became as cold as ice. The road to town was narrow and winding. Aaron no longer knew where he was. He could not see through the snow. The cold soon penetrated⁷ his quilted jacket.

At first Zlateh didn’t seem to mind the change in weather. She, too, was twelve years old and knew what winter meant. But when her legs sank deeper and deeper into the snow, she began to turn her head and look at Aaron in wonderment. Her mild eyes seemed to ask, “Why are we out in such a storm?” Aaron hoped that a peasant would come along with his cart, but no one passed by.

The snow grew thicker, falling to the ground in large, whirling flakes. Beneath it Aaron’s boots touched the softness of a plowed field. He realized that he was no longer on the road. He had gone astray.⁸ He could no longer figure out which was east or west, which way was the village, the town. The wind whistled, howled, whirled the snow about in eddies.⁹ It looked as if white imps¹⁰ were playing tag on the fields. A white dust rose above the ground. Zlateh stopped. She could walk no

⁶ **Dense** snow is closely packed together.

⁷ **Penetrated** means “passed into or through.”

⁸ To go **astray** is to go off the right path or route.

⁹ **Eddies** are circling currents of air, water, or snow.

¹⁰ Here, **imps** are playful, fairylike spirits.



818 UNIT 6 What Are Worthwhile Goals?

Writing Practice

Write a Story Using “Zlateh the Goat” as inspiration, have students brainstorm ideas for a short story of their own. Their stories might be based on a harrowing experience, such as getting caught in a storm or getting lost in a strange place. Or their stories could be based on a relationship between a person and an animal. Have them jot down their ideas

and the sequence of events for their stories. Then have them write their stories, including dialogue between people and animals, if appropriate. Students should choose a main character and tell the story in third-person point-of-view. Encourage students to use sensory details to develop their story’s setting.

longer. Stubbornly she anchored her cleft hooves¹¹ in the earth and bleated as if pleading to be taken home. Icicles hung from her white beard, and her horns were glazed with frost.

Aaron did not want to admit the danger, but he knew just the same that if they did not find shelter they would freeze to death. This was no ordinary storm. It was a mighty blizzard. The snowfall had reached his knees. His hands were numb, and he could no longer feel his toes. He choked when he breathed. His nose felt like wood, and he rubbed it with snow. Zlateh's bleating began to sound like crying. Those humans in whom she had so much confidence had dragged her into a trap. Aaron began to pray to God for himself and for the innocent animal.

Suddenly he made out the shape of a hill. He wondered what it could be. Who had piled snow into such a huge heap? He moved toward it, dragging Zlateh after him. When he came near it, he realized that it was a large haystack which the snow had blanketed.

Aaron realized immediately that they were saved. With great effort he dug his way through the snow. He was a village boy and knew what to do. When he reached the hay, he hollowed out a nest for himself and the goat. No matter how cold it may be outside, in the hay it is always warm. And hay was

¹¹ A **cleft** is a space or an opening. Goats, sheep, cattle, and pigs all have **cleft** (split) **hooves**.



Comparing Literature What do you notice about the sentences the author uses to describe the blizzard? How does this affect the tone of this paragraph?

1



COMPARING LITERATURE 819

Comparing Literature

Teach

Comparing Literature

1

The author uses simple words and short sentences to describe the blizzard. The tone here is direct and informative.

View the Art

Say: From the look of Zlateh and Aaron in this illustration, predict what you think might happen next. (Students may say that Aaron is looking at something, so he may have found a way to protect them both from the storm.)

English Learners

DIFFERENTIATED INSTRUCTION



Intermediate Write the word *shtetl* on the board and tell students that it means a "small Jewish town." In this story, the *shtetl* life that Singer describes is basically a very rural existence, where children grew up doing chores such as taking care of barnyard animals. Some students may come from rural backgrounds and have considerable experience with and knowledge about

animals. Others may come from urban backgrounds and have little to no experience with or knowledge of farm animals. Lead a discussion of the following questions: *How would a 12-year-old from a city survive under the circumstances of the story? How does Aaron's knowledge serve him well? Ask volunteers to give their responses.*



Beginning Explain to students that the word *bleat* describes the sound a goat makes. Ask English learners to write the words for other animal sounds on the board in their own languages. Have other students write the English equivalents on the board beside each animal sound. (*moo, bark*)

Teach

Comparing Literature

1

The author describes Zlateh as though she has thoughts and feelings—“she seemed eager to reward Aaron.”

Comparing Literature

2

The words *cuddled*, *love*, and *sister* show Aaron’s affection for Zlateh. The words make the reader want Aaron to spare Zlateh’s life.

food for Zlateh. The moment she smelled it she became contented and began to eat. Outside, the snow continued to fall. It quickly covered the passageway Aaron had dug. But a boy and an animal need to breathe, and there was hardly any air in their hideout. Aaron bored a kind of a window through the hay and snow and carefully kept the passage clear.

Zlateh, having eaten her fill, sat down on her hind legs and seemed to have regained her confidence in man. Aaron ate his two slices of bread and cheese, but after the difficult journey he was still hungry. He looked at Zlateh and noticed her udders were full. He lay down next to her, placing himself so that when he milked her he could squirt the milk into his mouth. It was rich and sweet. Zlateh was not accustomed to being milked that way, but she did not resist. On the contrary, she seemed eager to reward Aaron for bringing her to a shelter whose very walls, floor, and ceiling were made of food.

Through the window Aaron could catch a glimpse of the chaos¹² outside. The wind carried before it whole drifts of snow. It was completely dark, and he did not know whether night had already come or whether it was the darkness of the storm. Thank God that in the hay it was not cold. The dried hay, grass, and field flowers exuded¹³ the warmth of the summer sun. Zlateh ate frequently; she nibbled from above, below, from the left and right. Her body gave forth an animal warmth, and Aaron cuddled up to her. He had always loved Zlateh, but now she was like a sister. He was alone, cut off from his family, and wanted to talk. He began to talk to Zlateh. “Zlateh, what do you think about what has happened to us?” he asked.

“Maaaa,” Zlateh answered.

“If we hadn’t found this stack of hay, we would both be frozen stiff by now,” Aaron said.

¹² **Chaos** is total confusion.

¹³ **Exuded** means “gave forth.”



Comparing Literature How does the author’s choice of words make Zlateh seem like a person?



Comparing Literature Which words show Aaron’s feelings about Zlateh? What effect do these words have on the reader?

820 UNIT 6 What Are Worthwhile Goals?

Listening and Speaking Practice

Deliver a News Broadcast Have students work in small groups to prepare a television news report about the search in progress for Aaron and Zlateh. In their report, they should tell about the rescue efforts. Students should include important details, such as a description of Aaron and Zlateh and information about where they were headed. Students should divide up the report by

assigning roles, such as anchor person, reporter on the scene, family members being interviewed, weather reporter, etc. Remind students to use clear and expressive speaking voices to maintain their viewers’ interest.

Reading Practice



Analyze Singer writes that the goat tells Aaron “to accept all . . . —heat, cold, hunger, satisfaction, light, and darkness.” Ask students to analyze why the author wrote these words as if they came from the goat. (*They don’t sound so pious coming from a goat. They sound like words to help get Aaron through a hard time.*)

Teach

Comparing Literature

3

The wind wailing with many voices and laughing devilishly is an example of personification. The description creates an edgy, almost poetic tone.

Cultural History

Hanukkah This story takes place around the time of Hanukkah, an eight-day Jewish holiday in early winter. Hanukkah celebrates a miraculous event that took place during the rededication of the Jewish Temple in Jerusalem more than two thousand years ago. The Temple had been in the hands of the Jews' enemies and had been used for worshipping Greek gods and goddesses. When the Temple was rededicated, it is said that only one small container of oil kept the Eternal Flame burning for eight days. Hanukkah is celebrated by exchanging small gifts and lighting candles during each of the eight nights. **Ask:** **How does this information affect your understanding of the story?** (Students may say that it helps them understand the reason why the family wants to sell Zlateh.)

"Maaaa," was the goat's reply.

"If the snow keeps on falling like this, we may have to stay here for days," Aaron explained.

"Maaaa," Zlateh bleated.

"What does 'maaaa' mean?" Aaron asked. "You'd better speak up clearly."

"Maaaa, maaaa," Zlateh tried.

"Well, let it be 'maaaa' then," Aaron said patiently.

"You can't speak, but I know you understand. I need you and you need me. Isn't that right?"

"Maaaa."

Aaron became sleepy. He made a pillow out of some hay, leaned his head on it, and dozed off. Zlateh, too, fell asleep.

When Aaron opened his eyes, he didn't know whether it was morning or night. The snow had blocked up his window. He tried to clear it, but when he had bored through to the length of his arm, he still hadn't reached the outside. Luckily he had his stick with him and was able to break through to the open air. It was still dark outside. The snow continued to fall and the wind wailed, first with one voice and then with many. Sometimes it had the sound of devilish laughter. Zlateh, too, awoke, and when Aaron greeted her, she answered, "Maaaa." Yes, Zlateh's language consisted of only one word, but it meant many things. Now she was saying, "We must accept all that God gives us—heat, cold, hunger, satisfaction, light, and darkness."

Aaron had awakened hungry. He had eaten up his food, but Zlateh had plenty of milk.

For three days Aaron and Zlateh stayed in the haystack. Aaron had always loved Zlateh, but in these three days he loved her more and more. She fed him with her milk and helped him keep warm. She comforted him with her patience. He told her many stories, and she always cocked her ears and listened. When he patted her, she licked his hand and his face. Then she said, "Maaaa," and he knew it meant, I love you, too.

3 Comparing Literature What literary technique does the author use to describe the wind? What is the tone of the description?



COMPARING LITERATURE 821

English Learners

DIFFERENTIATED INSTRUCTION

Intermediate Write these sentences from the story on the board:

1. Stubbornly she anchored her cleft hooves in the earth and bleated as if pleading to be taken home.
2. When he came near it, he realized that it was a large haystack that the snow had blanketed.

Ask students to identify the meanings of the words *anchor* and *blanket*. (An anchor is a heavy metal object that sailors use to keep a boat in place. A blanket is a covering used for warmth.) **Ask:** **What do the words *anchored* and *blanketed* mean in this story? How do the words in this story relate to their literal meanings?** (Zlateh uses her hooves to keep

from moving. The snow covers the haystack like a blanket covers a bed. These words are used to provide the reader with images of what is happening in the story.)

Teach

View the Art

Say: Look at the picture of Zlateh. What words would you use to describe her? Do you agree with the artist's interpretation of how Zlateh looks? (Students may say that she looks happily and affectionately at Aaron.)

Comparing Literature

1

Aaron, a human child, is being compared to a snow child. This is a metaphor.

ADVANCED Ask: In this paragraph, can you find examples of personification, in which the author gives human characteristics to non-human things? What kind of effect does the author create with this use of personification? (*"The moon casts silvery net"; "the world . . . dreaming dreams of heavenly splendor"; "the moon swam in the sky." These examples create a poetic, magical effect.*)

Research Practice

Research Folktales In many older cultures, a common belief existed that people could communicate with animals. In fact, many folktales are based on this idea. Often, animals communicate important information to people and even help them survive. Have students use sources from the Internet and the library to research folktales in which people communicate with animals. In particular, they may wish to look at Native

The snow fell for three days, though after the first day it was not as thick and the wind quieted down. Sometimes Aaron felt that there could never have been a summer, that the snow had always fallen, ever since he could remember. He, Aaron, never had a father or mother or sisters. He was a snow child, born of the snow, and so was Zlateh. It was so quiet in the hay that his ears rang in the stillness. Aaron and Zlateh slept all night and a good part of the day. As for Aaron's dreams, they were all about warm weather. He dreamed of green fields, trees covered with blossoms, clear brooks, and singing birds. By the third night the snow had stopped, but Aaron did not dare to find his way home in the darkness. The sky became clear and the moon shone, casting silvery nets on the snow. Aaron dug his way out and looked at the world. It was all white, quiet, dreaming dreams of heavenly splendor. The stars were large and close. The moon swam in the sky as in a sea.

On the morning of the fourth day Aaron heard the ringing of sleigh bells. The haystack was not far from the road. The peasant who drove the sleigh pointed out the way to him—not to the town and Feivel the butcher, but home to the village. Aaron had decided in the haystack that he would never part with Zlateh.

Comparing Literature
What figurative language does the author use to show how Aaron feels?



822 UNIT 6 What Are Worthwhile Goals?

Literary Element Practice

Resolution Resolution means "how the problem in a story is solved." In this story, the family needs money for food and Hanukkah gifts. Ask students how the family's problem is solved. (*The cold weather results in more business for Reuven's furrier trade.*)

Aaron's family and their neighbors had searched for the boy and the goat but had found no trace of them during the storm. They feared they were lost. Aaron's mother and sisters cried for him; his father remained silent and gloomy. Suddenly one of the neighbors came running to their house with the news that Aaron and Zlateh were coming up the road.

There was great joy in the family. Aaron told them how he had found the stack of hay and how Zlateh had fed him with her milk. Aaron's sisters kissed and hugged Zlateh and gave her a special treat of chopped carrots and potato peels, which Zlateh gobbled up hungrily.

Nobody ever again thought of selling Zlateh, and now that the cold weather had finally set in, the villagers needed the services of Reuven the furrier once more. When Hanukkah came, Aaron's mother was able to fry pancakes every evening, and Zlateh got her portion, too. Even though Zlateh had her own pen, she often came to the kitchen, knocking on the door with her horns to indicate that she was ready to visit, and she was always admitted. In the evening Aaron, Miriam, and Anna played **dreidel**. Zlateh sat near the stove watching the children and the flickering of the Hanukkah candles.

Once in a while Aaron would ask her, "Zlateh, do you remember the three days we spent together?"

And Zlateh would scratch her neck with a horn, shake her white bearded head, and come out with the single sound which expressed all her thoughts, and all her love. 🐐



Visual Vocabulary

Similar to a spinning top, a **dreidel** (dräd 'əl) is a toy used in a game played during Hanukkah.



2

Comparing Literature What is the "single sound"? Why doesn't the author need to state it?

Teach

Cultural History

Hanukkah Candles Jewish families light candles on a special candle holder called a Hanukkah menorah every night during Hanukkah. On the first night, one candle is lit; on the second night, two candles; and so on for extra nights. The candles are lit each night by a special "extra" candle separated from the others on the candle holder. Encourage students to find pictures of menorahs on the Internet or in research books. Ask Jewish students to share their experiences of the Hanukkah celebration.

Comparing Literature

2

The sound is "Maaa." The author has used the word many times throughout the story and has made it clear that this is how Zlateh expresses herself.

English Learners

DIFFERENTIATED INSTRUCTION



PARTNERS Beginning Read an entire paragraph from the story aloud to pairs of students. Then have the pairs go back to the beginning of the paragraph and practice echo reading: One pair reads a sentence aloud, and then the second pair echoes it or reads it aloud again. The first time through, students should make a note of words difficult to pronounce

and places to pause. Then they should echo-read the paragraph again, with the second pair leading and the first pair echoing. Students should continue practicing reading aloud the paragraph in this way until they can read the entire passage smoothly, with expression and understanding.

Teach

Comparing Literature

1

Students might say that the author means that the uncle is unkind or mentally disturbed.

Cultural History

Oral Storytelling Oral storytelling has always been important to Native American cultures. Stories are told and retold, not just to children but to everyone in the community. The storyteller uses hands, body language, sound effects, and even singing to bring a story to life. Stories are used to tell young people about their history and about legends and myths that are important to their group. Stories let young people see what is important in their society and what will be expected of them as they grow older. As they read, encourage students to think about how this story might be performed by a storyteller.

Readability Scores

Dale-Chall: 4.8

DRP: 49

Lexile: 690

The Boy Who Lived with the BEARS

Joseph Bruchac



Long ago, in a small village of the Haudenosaunee people, there lived a little boy whose parents had died. This boy was living with his uncle, as was the custom in those days, for it was said that no child would ever be without parents.

1

But this boy's uncle did not have a straight mind. Although it was his duty to take care of his nephew, he resented the fact that he had this boy to care for. Instead of taking care of him, he treated him badly. He dressed him in ragged clothes; he gave him only scraps of food to eat; he never even called the boy by his name. He just would say, "Hey, you, get out of my way!"

Now, this boy had always been taught by his parents to treat elders with respect. So he tried to do everything he could to please his uncle. His uncle was very respected in the village because he was a great hunter. When he and his dog went out, they always brought

Comparing Literature

Writers use descriptive language to develop characters. What does the author mean by saying the uncle does not have "a straight mind"?

824 UNIT 6 What Are Worthwhile Goals?

Grammar Practice



Adjectives Write the following sentences on the board:

"An old tree had fallen. The boy and the two cubs went into that hollow log to hide. It was dark."

Remind students that an adjective is a word that describes nouns by telling what kind, how many, or which one. Have students read the

sentence on p. 826 that begins, "All around him in the clearing many people were gathered . . .". Ask students to identify the adjectives in this sentence. (*many, big, small, tall, skinny, fat*) Then have them substitute five new adjectives. See who can make the most interesting or humorous new sentence.

Teach

Cultural History

Haudenosaunee This story takes place in and around an Iroquois village. The Iroquois are a Native American people from the area of present-day New York state and the Lake Ontario region of Canada. In the 1600s, the Iroquois consisted of six different nations who made an alliance among themselves to maintain peace and fight their enemies together. They called themselves *Haudenosaunee*, which means “People of the Longhouse.” In Iroquois culture, the longhouse was both the home and a meeting place.

back game. One day, the uncle woke up with an idea in his mind. It was a twisted-mind idea, for what the uncle thought was this: “Too long have I been bothered with this troublesome boy. Today, I will get rid of him.”

And so he called, “You, come here!” The boy quickly came, because he wanted to please his uncle. The uncle said, “You and I, we’re going to go hunting together.”

They left the lodge and started for the woods, and that was when the boy noticed something strange. He said, “Uncle, aren’t you going to take your dog?” The uncle looked at the boy and said, “Today, you will be my dog.”

Then the boy noticed another thing that was strange—they were going toward the north. In the village, when people went hunting, they would go to the east, or the south, or the west, but they would never go to the north, because there, it was said, strange things happened in the forest. Farther and farther the boy and his uncle went, away from any of the trails that people would follow, farther and farther to the north. The boy stayed close behind his uncle.

Finally, they came to a small clearing in the deep forest. On the other side, in the hillside, there was a small cave. The uncle said, “There are animals in there. You are my dog. Crawl in and chase them out.” The boy was frightened, but then he thought back to what his parents had always told him: “Do what your elders say. Trust your elders.”

So he crawled into the cave, but there was nothing there, no animal at all. As he turned around and began to crawl out, the circle of light that was the mouth of the cave suddenly vanished—the cave mouth had been blocked by a big stone. That was when the boy realized that his uncle meant to leave him there, and he began to cry.

But as his tears came, he remembered the song his

English Learners

DIFFERENTIATED INSTRUCTION



Advanced Students gain confidence from reading material they are sure of and retelling a story. Divide students into three groups for a readers’ theater of the first part of the story, until the point where the boy crawls out of the cave. Have the first group read the parts of the uncle, the second

group read the boy, and the third group read the narration. Have the entire class read the song when it is heard from the other side of the rock. Afterwards, ask individual students to retell parts of the story by using as much detail as possible.

Teach

Comparing Literature

1

Students may say that the song adds a musical element to the folktale or that it makes the tale seem more authentic, since the boy is apparently singing a Native American chant.

Comparing Literature

2

Students will likely say that the people probably sang along with the musical parts of the story.

APPROACHING Ask: **What do you think will happen next? Why?** (*The boy might be rescued. The person singing along might be someone who can help the boy.*)

mother had taught him to sing when he needed a friend. Softly, he began to sing:

*“Weyanna, weyanna, weyanna, hey.
Weyanna, weyanna, weyanna, hey.
Weyanna, weyanna, weyanna, hey.
Wey, hey yo-o-o, wey hey yo.”*

Then he stopped, because it seemed as if he could hear soft singing answering him on the other side of that rock. So he sang a little louder:

*“Weyanna, weyanna, weyanna, hey.
Weyanna, weyanna, weyanna, hey.
Weyanna, weyanna, weyanna, hey.
Wey, hey yo-o-o, wey hey yo.”*

And from the other side of that rock came back:

“Wey, hey yo-o-o, wey hey yo.”

The boy knew now that someone was out there, singing back to him, so he sang louder again. From the other side of the rock the song came back, strongly now. Then, together, the song was sung from both sides of the stone, and it ended together very loudly:

“Wey, hey yo-o-o, wey hey yo.”

As the song ended, the rock was rolled away, and the boy crawled out into the bright sunlight, blinking his eyes. All around him in the clearing many people were gathered: big people, small people, tall people, skinny people, fat people, people of all shapes and sizes. He blinked his eyes again, and he saw they were not people at all. They were animals, all the animals of the forest: bears, deer, foxes, wolves, beavers, muskrats, and even the small animals—squirrels, woodchucks, chipmunks, moles. All of them were gathered there and all were looking straight at him. He stood up, and all



Comparing Literature What effect does the song have on your understanding of this folktale?

Comparing Literature Imagine a storyteller telling this folktale aloud to a group of people. How might the listeners participate in the story?

826 UNIT 6 What Are Worthwhile Goals?

Literary Skills Practice

Analyze Folktale Folktales teach lessons about values and behaviors that are important to a community or culture. Many folktales contain animals who behave in human-like ways. Ask students to list some examples from the story of animals behaving like humans. (*Animals speak. They act as a community and are considerate of other animals.*) Then ask students to consider the grandmother woodchuck who first speaks to the boy after he comes out of the cave. Ask

them to name the values that the grandmother woodchuck seems to hold important. (*She offers to take care of the boy when it becomes clear that he has no one else. She believes that the community has a responsibility to care for young people.*)

of those animals took one step toward him! The boy did not know what would happen next. And that was when an old grandmother woodchuck shuffled up to him, poked him in the leg, and said, "Grandson, we heard your song. Do you need a friend?"

"Yes," said the boy. "I do need a friend. You've come to help me?"

"Yes," said the old grandmother woodchuck, "but where is your family? Why are you here, trapped in this cave?" The boy shook his head sadly. "My parents died, and only my uncle was left to care for me. But he did not want me. He put me in this cave and left me here to die, so I have no family anywhere in the world."

The old grandmother woodchuck said, "Grandson, we will be your family! Pick any of us, and we will adopt you!" The boy looked around. All the animals were looking at him, but how could he decide?

"My friends," he said, "tell me what your lives are like. Then I can decide which one I will come and live with."

So the animals began to tell him about their lives: The mole told him how he lived in a warm burrow and dug in the earth and ate delicious worms; the beaver described how he swam underwater and lived in a warm lodge and ate tree bark. The boy thanked each animal politely, but said that he did not have the claws to dig like the mole, and that he could not hold his breath and swim underwater like the beaver.

Then the old mother bear came up. "My boy, you would like to be a bear. We take our time going through the forest. We eat the most delicious honey and berries. We sleep in our warm cave. And my two children here will play with you as much as you want." The boy quickly said, "I will be a bear."

And indeed, it was as the old mother bear said. Their lives were very good together. They took their time going through the forest. They ate delicious berries and honey, and the boy grew fat and happy. The bear cubs would wrestle and play with him as much as he wanted. In

3 **Comparing Literature**
Why do you think the author makes this comment? How might a storyteller's audience react to the comment?

4 **Comparing Literature** What literary technique is the author using here? How do you know?

Comparing Literature

Teach

Comparing Literature **3**

Students will likely say that the author wants to create suspense. The storyteller's audience might become more curious or anxious about what will happen next.

Comparing Literature **4**

The author is using personification by having the bear speak to the boy.

COMPARING LITERATURE 827

Approaching Level

DIFFERENTIATED INSTRUCTION



Established Explain to students that a character sketch is a description of a character. A character sketch might include information about how a character thinks, looks, acts, speaks, and interacts with others. Ask students to work in groups to come up with a character sketch for one of the hunters

described in this story: Heavy Foot, Flapping Jaws, Bumps into Trees, Falls in the Lake, and Two Legs and Four Legs. Have one member of the group write down the character sketch. Afterwards have a group member read the character sketch for the class.

Emerging Students may enjoy dramatizing the story. Have them form groups to read the story again. In each group, have one student serve as the narrator. Have other students read the parts of the little boy, his uncle, and the various animals. Encourage students to rehearse their parts, speaking with expression and saying the lines the way they imagine the characters would say them. You may want to allow groups to recite their oral dramatizations for the class.

Teach

Comparing Literature

1

Students will likely say that the author wants the reader to laugh at these names and think the hunters are incompetent.

fact, he began to look like a bear himself, because when they wrestled and played, if their claws scratched him, hair would grow there, so that after some time had passed, that boy looked just like a bear, covered with black hair himself.

For two seasons, they lived this way. But then one day, as they were walking through the forest, the old mother bear stopped suddenly and said, "Listen! . . . Listen!"

Well, the boy listened. And before long, he heard the sound of feet walking through the forest, stepping on twigs and brushing past the leaves. The old mother bear began to laugh. "That is the sound of a hunter trying to hunt the bear. But he makes so much noise going through the forest, we call him Heavy Foot. He will never catch a bear!" And so they continued on their way.

Another day came, and again as they walked through the forest, the old mother bear stopped and said, "Listen!" The boy could hear the sound of someone talking to himself, saying, "Ahhh, it is a very good day for hunting. Ah-ha, today I will surely catch a bear! Uh, yes, uh, I will probably catch more than one bear, for I am a great hunter!"

Old mother bear began to laugh. "That's the one who talks to himself while he hunts. We call him Flapping Jaws. He will never catch a bear!"

And so it went on. Each day they listened. They heard the hunter called Bumps into Trees, and the one called Falls in the Lake. None of these hunters was good enough to catch a bear.

But then one day, as they walked along, the old mother bear said, "Stop. Listen!" For a long time, the boy could hear nothing. Then, very, very faintly, he could hear the sound of soft feet, moving through the forest. But it did not sound like two feet. It did not sound like four feet. It sounded like two feet and four feet.

The old mother bear quickly nodded. She said, "This is the one we fear. It is Two Legs and Four Legs. We

Comparing Literature

Native American names are often descriptions of a person's appearance, background, or personality. How do you think the author wants the reader to react to the hunters' names?

828 UNIT 6 What Are Worthwhile Goals?

Writing Practice

Bear's-Eye View Ask students to write this story from the point-of-view of one of the bear cubs. In their stories, ask students to address the following questions. How does the cub's life change after the boy joins the family? What does the cub notice about the boy? How does the boy change?

Literary Element Practice

Analyze Theme Explain to students that theme is the main idea of a story. Ask students to think about the advantages of delivering a lesson by telling a story. Why not simply say, "Adults, treat your children lovingly"? (*Students may say that a story shows the consequences of certain actions, or they may say that it makes the lesson more memorable.*)

Cultural History

Singing Tools The Iroquois call their musical instruments “singing tools.” Their instruments include birch bark, animal horns, and turtle shell rattles. Many Native American groups, such as the Chippewa and Seminole, use drums and flutes in traditional dances. Encourage students to think about how musical instruments could be incorporated into an oral telling of a story such as this one.

must RUN!” And she began to run. The boy and the two cubs ran behind her through the forest, but Two Legs and Four Legs were behind them. They ran through the swamps, but Two Legs and Four Legs were getting closer. They ran up the hills, but still Two Legs and Four Legs followed, and now the boy could hear behind them a sound growing louder: “Wuf, wuf, wuf, wuf, wuf!” And the boy knew that Two Legs and Four Legs were very close behind.

They came to a clearing where an old tree had fallen. It was hollow. The boy and the two cubs and the old mother bear went into that hollow log to hide.

The boy listened. He heard Two Legs and Four Legs come into the clearing and right up to the log. And then everything became quiet.

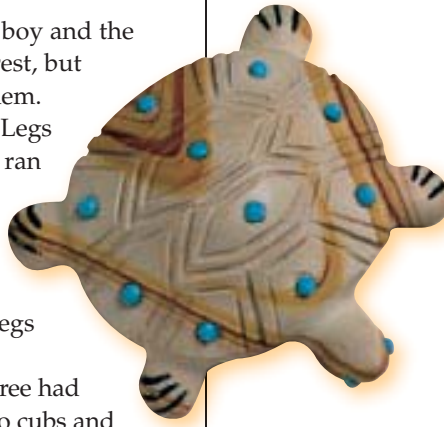
“Perhaps they’ve gone away,” the boy thought. But then he began to smell smoke. Smoke was coming into the log! Two Legs had made a fire and was blowing the smoke into the log to make them come out.

It was just at that moment that the boy remembered that he, too, was a Two Legs. He was a person, a human being, and that was a hunter and a dog out there. The boy shouted, “Stop! Don’t hurt my family!” And upon these words, the smoke stopped coming into the log.

The boy crawled out, blinking his eyes against the light. There in front of him stood the hunter, and the hunter was his uncle! The uncle stared at the boy. The boy stood up and came closer. The uncle reached out and touched him, and all the hair fell off the boy’s body, and he looked like a person again.

“My nephew!” said the uncle. “Is it truly you? Are you alive?”

“Yes, I am, Uncle,” said the boy.



Approaching Level

DIFFERENTIATED INSTRUCTION



Emerging Remind students that folktales are old stories that were passed down orally, or by word of mouth. Folktales were told for entertainment, but many also teach lessons about proper behavior and values that are important to the community. Ask students to

share examples of folktales or other stories they know that teach lessons about proper behavior or important values.

Comparing Literature

1

The author has earlier described the uncle's mind as "not straight." This description is similar because "twisted" has a similar meaning to "not straight."

1

"How could this be?" said the uncle. "I went back to the cave, because I realized I had done a twisted-mind thing. But when I got there, the stone had been rolled away. There were the tracks of many animals. I thought they had eaten you."

"No," said the boy. "The bears adopted me. They are my family now, Uncle. You must treat them well."

The uncle nodded. He said, "My nephew, your words are true. Call your family out. I will greet them and I will be their friend." So the boy called, and the old mother bear and the two cubs came out from the log; they came out and sniffed the hunter. He stood there patiently, letting them approach him.

From that day on, the hunter and his nephew were a family, and the bears were part of their family. And ever since then, this story has been told to remind parents and elders always to treat their children well and to show as much love in their hearts as a bear holds in its heart for its children.

That is how the story goes. *Ho? Hey 🐻.*

Comparing Literature

Earlier in the folktale, how did the author describe the uncle's mind? How is this description similar to the earlier description?



830 UNIT 6 What Are Worthwhile Goals?

Reading Practice



Connect Explain to students that connecting means finding links between what they read and their own experiences. Discuss with students how this story gives insight into how animals might think and feel about humans. Ask students who have pets if they have ever thought about what their pets think of them. Ask them to share their thoughts with the class.



Writing Practice

What's in a Name Remind students that the names the animals give to people in the story often reflect the human's appearance or personality. For example, old mother bear calls one hunter who talks to himself while he hunts "Flapping Jaws." Have students imagine they are giving names to various people. Ask them to make up some names and to write a few sentences that explain why the names make sense.

Assess

BQ BIG Question

- His goal is to take Zlateh to the butcher.
- The uncle wants to get rid of the boy. The boy needs to find either friends or family who will allow him to live with them and take care of him.
- Aaron and his family realize that Zlateh is an important member of the family and should not be sold to the butcher. The uncle regrets that he tried to get rid of the boy, and the boy states that the bears have adopted him and are his family now, so must be treated well. Each of the main characters in the two stories has realized the importance of family.

Literary Element

1. Students might discuss how *Zlateh* has a very descriptive, poetic style while *The Boy* has a less descriptive, conversational style typical of oral storytelling. *Zlateh* has a rich choice of sensory words, while *The Boy* tends to use simpler, more straightforward words, as if the author is speaking aloud. The sentences in *Zlateh* tend to be longer and more complicated than those in *The Boy*. Responses should include specific examples from the texts.
2. Students might discuss how both stories have elements of the oral storytelling tradition—the author addresses the reader and both tales teach a lesson, or a moral. The writers use funny moments and serious moments. Both authors also use personification to describe animal characters. Responses should include specific examples from the texts.

Comparing Literature

BQ BIG Question

Now use the unit Big Question to compare and contrast “Zlateh the Goat” and “The Boy Who Lived with the Bears.” With a group of classmates, discuss questions such as

- What goal does Aaron have when he first sets out on his journey with Zlateh?
- What goal does the uncle have when he takes his nephew into the woods? What goal does the boy have after emerging from the cave into the clearing full of animals?
- How do the characters’ goals change by the end of each story? What knowledge and wisdom have the characters gained?

Support each answer with evidence from the readings.

Literary Element Style

Use the details you wrote in your comparison chart to think about the authors’ styles in “Zlateh the Goat” and “The Boy Who Lived with the Bears.” With a partner, answer the following questions.

1. In what ways are the authors’ styles different in “Zlateh the Goat” and “The Boy Who Lived with the Bears”? Discuss word choice, sentence structure and length, and literary devices such as figurative language. Include examples to support your answers.
2. In what ways are the authors’ styles similar? Think about how each author tells the story, how each writer mixes humorous and serious moments, or how each describes characters. Include examples from the stories to support your answers.

Write to Compare

In one or two paragraphs, discuss the authors’ styles in “Zlateh the Goat” and “The Boy Who Lived with the Bears” and the effect each style has on the reader. You might focus on these ideas as you write:

- Discuss the way each author describes the events in the story. Does the author use descriptive language? Does he use figurative language?
- Consider how each selection would be different if it were written in the style of the other story. Would each story’s effect on the reader be the same?
- Think about how the similarities and differences in the writing styles affect your responses to the two stories.



Writing Tip

Paragraphs When writing a longer essay, start a new paragraph when you begin a new topic. Indicate new paragraphs by skipping a line and indenting.



Literature Online

Selection Resources

For Selection Quizzes, eFlashcards, and Reading-Writing Connection activities, go to glencoe.com and enter QuickPass code GL19756u6.

Write to Compare

Students should discuss similarities and differences in the authors’ tone, word choices, and use of language, stating what makes each author’s style unique. They should also consider how the authors’ styles affect the reader’s response. Paragraphs should include examples from the text.

Expository Essay

Focus

In this workshop, students will write and present an expository essay. They will follow the steps of the writing process, including prewriting, drafting, revising, and editing and proofreading. The workshop also includes a student model to analyze and a mini-lesson on appositives.

Teach

Prewrite

Some students may lack background information on their goal. Prior to gathering ideas, have partners informally interview one another about possible essay topics. Encourage students to use additional means of gathering information, such as interviewing a family member who works in their targeted field or industry, or researching their goal using electronic or print resources.



For Writing Workshop graphic organizer and rubric, see Unit 6 Teaching Resources, pp. 126–128.

Learning Objectives

For pages 832–837

In this workshop, you will focus on the following objective:

Writing: Writing an expository essay using the writing process.

Writing Plan

- Present the thesis, or the main idea, of the essay in the introduction.
- Organize the essay in an effective and appropriate pattern.
- Include examples to support and clarify ideas.
- Use language techniques to maintain reader interest.
- Conclude by linking back to the thesis of the essay.

Prewriting Tip

Thesis Statement State your thesis directly or simply imply it. At least during the drafting stage, write it down so you can refer to it during the writing process.

Expository Essay

What do you want to do with your life? Why? In this workshop, you will write an expository essay that will help you think about the Unit 6 Big Question: What are worthwhile goals?

Review the writing prompt, or assignment, below. Then read the Writing Plan. It will tell you what you will do to write your expository essay.

Writing Assignment

An expository essay informs or explains or does both. Write an expository essay informing your readers about one of your lifetime goals. Explain why you chose that goal and how you plan to accomplish it. Also explain the kind of knowledge you need to reach your goal and suggest who might be able to help you reach your goal. The audience—those reading your essay—will be your classmates and teacher.

Prewrite

Think about the goals of people and characters in this unit. For example, what kinds of goals did Madam C. J. Walker have? How did she reach those goals? Who helped her?

Gather Ideas

Review your journal entries and thumb through newspapers and magazines that interest you. Then spend some quiet time visualizing your future. What goals do you want to pursue? How might you reach them? Who might help you reach them?

Choose a Goal

Think about the goals you visualized. Choose a goal that seems interesting and within your reach. To get started, talk about your goal with a partner.

Partner Talk With a partner, follow these steps:

1. Explain your goal to a partner.
2. Discuss ways you could reach the goal and who could help you.
3. Write a brief thesis statement explaining why you chose that goal. The following sentence frame may be helpful.

I have a goal of _____ because _____.

Workshop Resources

Print

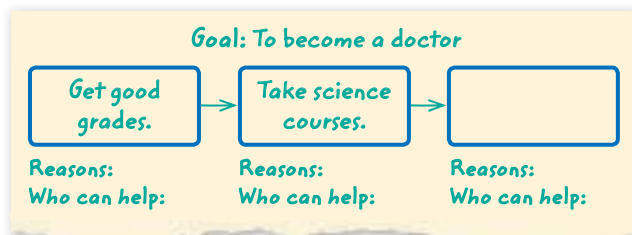
- Unit 6 Teaching Resources
- Writing Resources Book
- Writing Constructed Responses Booklet
- Real Success in Writing Research Reports Booklet
- Grammar and Language Workbook ATE
- Grammar and Composition Teacher Guide
- Grammar and Writing Transparencies

Technology

- Glencoe Online Essay Grader, glencoe.com
- Literature Online: Writing Resources, glencoe.com

Get Organized

Create a flowchart showing the steps you will take to reach your goal. Note the reasons for taking each step and who might help you.



Draft

Organize your ideas and add more details to your writing.

Get It on Paper

- Review your thesis statement about your goal. Look at your flowchart.
- Begin with something to interest your audience, such as an anecdote, that relates to your goal. Connect it to your thesis.
- Write a topic sentence that explains how each step in your flowchart will help you meet your goal. Tell who might help and how.
- End your essay by connecting to your thesis. Summarize your reasons for choosing your goal, make a pledge to follow the steps you outlined, or describe a vision of yourself reaching your goal.
- Don't worry about paragraphs, spelling, grammar, or punctuation right now.
- When you are finished, read what you have written. Include more information if you need to.

Develop Your Draft

1. State your **thesis** in your introduction.

I was so grateful to him that, before I even got out of the hospital, I decided to become a doctor myself.

2. **Organize** your essay into the steps you will take to reach a goal and the reasons for taking them.

I'm already taking the first step—studying hard so I can do well in school.



Literature Online

Writing and Research

For prewriting, drafting, and revising tools, go to glencoe.com and enter QuickPass code GL19756u6.

Writing Workshop

Expository Essay

Teach

BQ BIG Question

Point out to students that this assignment has two purposes: to clarify their goals and to inform others of their merit. As students document steps in the process of achieving their goals, ask them to reflect on why the step or action is worthwhile to them.

Draft

Ask students to think of a specific moment or experience that influenced their goal. Once they have identified this experience, allow them to write freely about it for several minutes, encouraging them to write down specific details, dialogue, or observations that they remember. Then have them start a new page and place their thesis statement at the bottom. Have students craft a 3–4 sentence anecdote from their previous writing that connects to their thesis statement. Have students work in pairs to review each other's introductions and to ensure the mini-story engages the reader and connects to the thesis.

Approaching Level

DIFFERENTIATED INSTRUCTION



Emerging Form peer review groups of 3 to 4 students and ask them to share written copies of their thesis statements with each other. As students review, they should write answers to these questions on the page:

- Has the student identified a goal and explained why it's important?

- What additional work can this student do to ensure readers know why his or her goal is worthwhile?

Repeat until all theses have been reviewed. Allow students several minutes to review the comments and make revisions.

English Learners

DIFFERENTIATED INSTRUCTION

Beginning Encourage English learners to create an outline of their anecdote or mini-story before they begin writing. Have students determine what they will need to describe, how many sentences it will require, and in what order these ideas should appear.

Expository Essay

Teach

Teaching Note

It may be useful for students to know that becoming a doctor requires many years of schooling and on-the-job practice. In addition to understanding the human body, many colleges require doctors to master other areas of science as well as math and writing. Point out that, like doctors, students will need to identify and complete steps on the way to their goals.

Teaching Note

The sentences in “Develop Your Draft” are listed numerically but they are not in chronological order. If this confuses students, explain that good writers use drafts to organize their ideas throughout their essay.

APPROACHING **Ask:** *If you were writing the model essay, where would you place the sentence in number 4? (It would make an effective first sentence of the essay.)*

TRY IT

Analyzing Cartoons The light bulbs represent ideas. The writer wants to catch the big ideas.

Drafting Tip

Examples Provide supporting details, such as specific examples, to prove your thesis statement.

TRY IT

Analyzing Cartoons

Imagine that the person in the cartoon is a writer. What might the light bulbs represent? What size light bulb would the writer want to catch?



3. Include **examples** to support and clarify your ideas.

Then when I get into high school, I need to take all the science courses I can, especially biology and chemistry.

4. Express your ideas in **interesting language**.

Finally, like my hero Mother Teresa, I must take care of people throughout my life.

5. Link your **conclusion** to your thesis.

For now, that's just a dream, but I've already started doing everything I can to make that dream come true.

Apply Good Writing Traits: Ideas

The main idea of your essay is the goal you want to achieve. That is what you want your readers to remember the most. Important details explain a lot about the main idea.

Read the sentences below from “Madam C. J. Walker” by Jim Haskins. What main ideas do they express? What details support those ideas?

She taught herself as much as she could and was not afraid to ask someone to define a word she did not know or explain something she did not understand.

Madam Walker insisted that her agents sign contracts promising to abide by her strict standards of personal hygiene—long before various states passed similar laws for workers in the cosmetics field.

As you draft your essay, make sure you have included and supported all the ideas you want to express.

Writing Practice

Generate Ideas and Examples Remind students that an important part of the essay is to explain the steps they will take to achieve their goals. To help students communicate these steps, encourage reflection on the Big Question. Tell students to turn to a new page in their writing journals. Then ask the following questions, giving students a few minutes to think about and answer each question:

- **What have you done already to achieve your goal? What are you planning to do next?**
- **What difficulties will you need to overcome to achieve your goal? How will you do so?**
- **What steps have others taken to achieve this goal? What can you learn from them?**

Once students have answered these questions, ask them to review their writing

and circle the responses most relevant to their essay. **Ask:** *How can you develop this idea? Where in your essay should you discuss it?* Have students write new flowcharts that convey these ideas.

Analyze a Student Model

My life's goal became absolutely clear to me when I was seven years old. On the way home from school, I was hit by a car, and my hip and knee were broken in several places. Dr. Steven Moore, a talented surgeon, operated on my leg and gave me hope when I was afraid I'd never walk again. I was so grateful to him that, before I even got out of the hospital, I decided to become a doctor myself.

Reaching that goal is going to take a lot of hard work and dedication. I know that it's important for me to remember my goal and to make decisions that will help me achieve it. I'm already taking the first step—studying hard so I can do well in school. Not only will this give me the basic knowledge I need, but it also will teach me discipline and good study habits. It's not always easy for me to stay focused on my work, so I'm going to ask my teachers and parents to help. They can remind me of my goal and encourage me to study.

Then when I get into high school, I need to take all the science courses I can, especially biology and chemistry. These subjects will give me solid groundwork to build on when I go to college and medical school. Josie's sister, a pre-med major in college, might be able to give me hints on which schools to go to and which courses to take.

Finally, like my hero Mother Teresa, I must take care of people throughout my life. I do what I can to help people in the neighborhood right now. As soon as I'm old enough, I plan to volunteer at the local hospital and the senior center.

Meanwhile, I had a dream the other night. I was at a movie theater and someone started choking on a piece of popcorn. People started screaming, "Is there a doctor in the house?" I jumped from my seat, ran down the aisle, and saved the person's life. For now, that's just a dream, but I've already started doing everything I can to make that dream come true.

Thesis

Relating an anecdote in the introduction can be a good way to present the thesis and interest the reader.

Organization

Include the steps you will take to reach your goal in the order you will take them and give reasons for taking each step. Consider using words such as *first*, *then*, *finally*, and so on, to establish that order.

Examples

Use specific examples, such as these particular sciences, to help explain your main ideas.

Interesting Language

Mentioning a famous humanitarian such as Mother Teresa adds interest and explains the writer's desire to help people.

Conclusion

The writer's dream about being a doctor links back to the thesis, reminding readers of the goal and the commitment to reaching it.

Writing Workshop

Expository Essay

Teach

Writing Skills

Paragraph Read the student model aloud. When you've finished, ask students to identify the various parts of the essay and/or sequence of examples and ideas (e.g., the anecdote, the steps) in each paragraph. List these features on the board and have students check their papers against this list to determine any additional drafting they may need to do.

Writing Skills

Use Interesting Language Have students work in groups to identify 2-3 examples of interesting language in the model and to explain to the class why it's effective. Keep a list of the examples or techniques on the board. Challenge students to use at least two of these techniques in their own essays.

Writing Workshop EXPOSITORY ESSAY 835

English Learners

DIFFERENTIATED INSTRUCTION

Intermediate Say: What do you think "interesting language" means? (Possible response: words that catch the reader's attention) Direct students to the model and ask them to give examples of words that effectively convey the writer's goal. Then have students review their own drafts, replacing vague terms (such as *it* or *thing*)

with more descriptive nouns and adjectives. Encourage students to use a thesaurus to replace overused terms or to find words with stronger connotations.

Advanced Learners

DIFFERENTIATED INSTRUCTION

Add Interest Encourage students to discuss characters from the unit selections or other real-life figures in their essay. **Ask:** How do this person's goals compare to yours? What makes this goal worthwhile? Review the student model and discuss how the allusion to Mother Teresa adds interest to the essay.

Expository Essay

Teach

Revise

Allow students a few minutes to review the comments from their peer editor and to make changes to their drafts. Then ask volunteers to answer each “What to do?” question. Have them write their original sentences on the board and then write their revisions to show the changes they’ve made. Be sure to have students explain their revisions and tell why they made them. After each demonstration, give students a few minutes to make similar changes to their essays.

Teaching Note

Remind students that revision is an essential component of writing for professionals like journalists and authors. Even the work of a famous author goes through many revisions for content and grammar. To encourage students, read a quote by a popular young adult author on the benefits of revision.

 Revising Tip

Allusions To help make your language interesting to readers, include allusions, or references to well-known people, places, or events in history or literature.

Revise

Now it’s time to revise your draft so your ideas really shine. Revising is what makes good writing great, and great writing takes work!

Peer Review Trade drafts with a partner. Use the chart below to review your partner’s draft by answering the questions in the *What to do* column. Talk about your peer review after you have glanced at each other’s drafts and have written the answers to the questions. Next, follow the suggestions in the *How to do it* column to revise your draft.

Revising Plan		
What to do	How to do it	Example
Did you state your thesis statement in the introduction?	Begin with something to interest your audience, such as an anecdote.	<i>A wonderful doctor operated on my leg. I was so grateful to him. [^]that, before I even got out of the hospital, I decided to become a doctor myself.</i>
Is it clear how you plan to reach your goal?	Use time order words to show the sequence of the steps you will take.	<i>Finally, I [^]like my hero Mother Teresa, I must take care of people throughout my life.</i>
Have you given enough support to your ideas with specific examples?	Add examples to clarify any questions your audience may have.	<i>[^]It’s not always easy for me to stay focused on my work, so I’m going to ask my teachers and parents to help.</i>
Have you used interesting language?	Use words that express your ideas clearly and will catch the reader’s attention.	<i>These subjects will give me something [^]solid groundwork to build on when I go to college and medical school.</i>
Does your conclusion link to your thesis and provide a satisfying ending?	Refer back to your thesis in the conclusion.	<i>[^]Meanwhile, I had a dream the other night. I was at a movie theater and someone started choking on a piece of popcorn.</i>

 Writing Practice

Transitions Tell students that one important way writers make information clear to readers is to use *transitions*—words that show how one idea or example is related to another. Explain that transitions can be used to express a sequence of events or the passage of time. Write some examples on the board, such as *first*, *next*, or *recently*. Ask students to provide

additional examples. Then have them review the body paragraphs in their essays for places to include transitional words. Next, direct students to their concluding paragraphs. Note that transitions can also be used to signal an important final thought. Write a few examples, such as *finally*, or *in conclusion*. Ask students to provide additional

examples. Then have students review their conclusions for sentences that would benefit from concluding transitions. When finished, have students work in pairs to review each other’s transitions to ensure correct usage.

Edit and Proofread

For your final draft, read your expository essay one sentence at a time. An editing and proofreading checklist may help you spot errors. Use the proofreading symbols in the chart inside the back cover of this book to mark needed changes. Then make corrections.

Grammar Focus: Appositives

One way to include examples to support your main idea is using an appositive, or a word or phrase that follows a noun or pronoun and renames it. An appositive adds new information. If the information is nonessential, put commas around it. Below are examples of problems with appositives from the Workshop Model and their solutions.

Problem: It is not clear which words support the main idea.

Dr. Steven Moore a talented surgeon operated on my leg and gave me hope when I was afraid I'd never walk again.

Solution: Enclose the appositive in commas to show the explanatory information isn't essential to the meaning.

Dr. Steven Moore, a talented surgeon, operated on my leg and gave me hope when I was afraid I'd never walk again.

Problem: Sentences are choppy and do not flow well.

Josie's sister might be able to give me hints on which schools to go to and which courses to take. She is a pre-med major in college.

Solution: Combine the sentences, using an appositive.

Josie's sister, a pre-med major in college, might be able to give me hints on which schools to go to and which courses to take.

Present

It's almost time to share your writing with others. Write your expository essay neatly in print or cursive on a separate sheet of paper. If you have access to a computer, type your essay on the computer, formatting your paper neatly and accurately, and check spelling. Save your document to a disk and print it out.

Grammar Tip

Parentheses with Appositives Use parentheses to enclose explanatory or extra material that interrupts the normal sentence structure. An appositive occasionally may be enclosed in parentheses if it is extremely long.



Presenting Tip

Visuals Make an extra copy of your essay to keep and reflect on later in life—perhaps when you have reached your goal. Create a cover for it and enclose it securely in plastic for safekeeping.



Literature Online

Writing and Research For editing and publishing tools, go to glencoe.com and enter QuickPass code GL19756u6.

Writing Workshop

Expository Essay

Teach and Assess

Writing Skill

Appositives Have students trade drafts with a partner and locate two short or choppy sentences that could be improved with appositives. Tell students to find one sentence in their partner's draft that would benefit from additional description and discuss how this new information could be added as an appositive. Then have them identify a series of sentences that could be combined. Discuss how information in additional sentences could be placed into a single sentence as an appositive.

Edit

Prior to presenting their writing, have students read their paper aloud to themselves. Instruct them to start with the last sentence of the essay and work their way back to the start of the paper. This will help them focus on the clarity and structure of each sentence, especially those near the conclusion of the essay.

English Learners

DIFFERENTIATED INSTRUCTION



Intermediate Have English learners work in pairs with proficient speakers, reading their drafts aloud to discover any grammatical or logical issues. If a partner hears language that is unclear, have

students stop reading and discuss changes that would improve the clarity of the draft.

Approaching Level

DIFFERENTIATED INSTRUCTION

Established Make time during peer review to hold 1-2 minute mini-conferences with individual students. During the meeting, address any pressing concerns the student has at this stage of the writing process, identify 1-2 positive aspects of the student's draft, and discuss the student's plans for revision and editing.

Speaking, Listening, and Viewing Workshop

Active Listening and Note-Taking

Focus

Summary

Students will practice active listening and note-taking skills through participation in a group discussion.

Teach

Listening Skills

Active Listening Have students focus their listening on the speaker's goals. They should identify the speaker's attitude about each goal and be able to summarize his ideas and viewpoints.

Listening Skills

Take Notes Have students use the active listening tips to make a checklist for taking notes prior to discussion. Their checklists may include main ideas, speaker's viewpoints, nonverbal clues, and questions. After students have used their checklist to take notes, have them compare them with a partner.

For Speaking, Listening, and Viewing rubric, see Unit 6 Teaching Resources, p. 131.

For help with creating presentations, use Student Presentation Builder on StudentWorks Plus.

Learning Objectives

For page 838

In this workshop, you will focus on the following objective:

Listening and Speaking: Listening to and evaluating a presentation.

Speaking, Listening, and Viewing Workshop

Active Listening and Note-Taking

Activity

Working in Groups Working in a group is an opportunity to learn from others. A group discussion gives you an opportunity to share your ideas. It is also a way to listen to others' ideas so you can change or add to your own thoughts. Remember that you focused on the Unit 6 Big Question: What are worthwhile goals? Hold a group discussion about worthwhile goals.

Planning Your Group Discussion

Three to five students is a good size for most small-group tasks. Agree on individual role assignments to give everyone in the group something to do. One student, the group recorder, may take notes. Another may lead the discussion, and another may report the results to the rest of the class. Decide how your group will organize its time.

Being an Active Listener

Active listening involves paying attention to the person speaking, thinking about what is being said, and asking yourself questions about whether you understand and agree with what is being said.

To practice active listening, clear your mind of other thoughts and distractions. Look at the speaker and focus on the words the speaker is saying and how they are being spoken. Pay attention to nonverbal clues such as the speaker's posture, gestures, eye contact, and facial expressions. Determine the speaker's attitude toward the subject by identifying the speaker's tone or mood. Then connect what you hear to your own knowledge and experience. Let your own ideas grow or change as you listen. Be open to different ideas and viewpoints, even if you are reluctant to agree with them at first.

Listening to Learn and Taking Notes

Take notes as you listen. Can you identify the main ideas? Listen for key words or ideas that help you identify the speaker's main points. Use abbreviations and shortened word forms to get your ideas on paper quickly. Jot down questions as they occur to you so you can ask them when the speaker is finished. When it is your turn to talk, address the topic and help the discussion move forward.

Active Listening Checklist

Answer the following questions to evaluate how well you listened.

- ☐ Did you pay attention to the speaker and think about what was said?
- ☐ Did you determine the main ideas?
- ☐ Did you ask questions to help you understand and learn from the discussion?
- ☐ Did you take notes while you were listening?

Literature Online

Speaking, Listening, and Viewing For project ideas, templates, and presentation tips, go to glencoe.com and enter QuickPass code GL19756u6.

838 UNIT 6 What Are Worthwhile Goals?

Listening and Speaking Practice

Non-verbal Clues Point out to students that a speaker's non-verbal clues should support the speaker's viewpoint. **Ask:** *What would you expect a speaker's body posture and gestures to be like if his tone and feeling are upbeat and excited? (You would expect him to have good posture and use many gestures to show his excitement.)* Have students experiment with different nonverbal clues while presenting

impromptu speeches to a partner. While one student is presenting, the other student should jot down notes about how the nonverbal clues affect the overall impression the speaker is giving. Make sure students switch roles.

Unit Challenge

Answer the Big Question

In Unit 6, you explored the Big Question through reading, writing, speaking, and listening. Now it's time for you to complete one of the Unit Challenges below with your answer to the Big Question.

WHAT Are Worthwhile Goals?

Use the notes you took in your Unit 6 **Foldable** to complete the Unit Challenge of your choice.

Before you present your Unit Challenge, be sure it meets the requirements below. Use this first plan if you choose to create a slogan for a bumper sticker about worthwhile goals.

On Your Own Activity: Bumper Stickers

- ☐ Brainstorm some slogans that encourage people to pursue a worthwhile goal. Recall that slogans are brief phrases or sayings that express an idea.
- ☐ Revise your slogans to make them clear, concise (short), and catchy (memorable and interesting).
- ☐ Design a bumper sticker of your favorite slogan on paper or cardboard and display it.

Use this second plan if you choose to work with a group to write, rehearse, and perform a play about worthwhile goals.

Group Activity: Worthwhile Goals Play

- ☐ Each group will develop a scene for a play based on the Big Question: What are worthwhile goals?
- ☐ Groups will write a script, including details that develop the plot and characters, a conflict, and a resolution. Choose a narrator, actors, set designers, and a director.
- ☐ Draft a final script with stage directions. After rehearsing, give a performance of your scene, holding audience interest with effective rate, volume, pitch, and tone.

Learning Objectives

For page 839

In this assignment, you will focus on the following objectives:

Writing: Writing a scene.

Speaking and Listening: Performing a scene.

Unit Challenge

Focus

Bellringer Options

Ask: Which of the selections in this unit provided the most inspiring example of someone achieving his or her goals? Have volunteers share their answers with the class. Ask them to give specific reasons for their choices.

Teach

Teaching Note

Bumper Stickers Before they begin this activity, have students spend some time recalling slogans on bumper stickers that they notice on the cars in your community. Encourage students to look at these examples when they decide what to write on their bumper stickers and how to lay out the text. If you have access to computers, have students experiment with font, color, size, and formatting.

Teaching Note

Worthwhile Goals Play **Ask:** How do your play's conflict and resolution show someone working to achieve worthwhile goals? (Students' responses will vary based on the topics of their plays.)

UNIT CHALLENGE 839

Assess

Students' bumper stickers will vary but should

- feature catchy slogans that encourage people to pursue a worthwhile goal.
- have a neat, clear, and attractive design.

Students' plays will vary but should

- focus on the Big Question: What are worthwhile goals?
- include a clear conflict and resolution.
- contain stage directions that describe props, scenery, and characters' movements.

Focus

Summary

The books featured on these pages relate in some way to the Big Question, “What Are Worthwhile Goals?” They are suggested to encourage students to read works of fiction and nonfiction on their own.

Teach

Cultural History

Aleutian Islands Until the Russians arrived there in the 1740s, the Aleutian Islands were inhabited only by the Aleut, who built their homes underground on the northern side of the islands where driftwood and marine resources were plentiful. Because the neighboring sea was free of ice, the Aleut were able to hunt sea otter, hair seal, sea lion, and migrating whales. The Aleut ate the eggs of the more than 140 species of birds found in the islands. They also ate the birds and used their skins as material for their parkas.

For access to all study guides for the Glencoe Literature Library, use the Literature Library Teacher Resources CD-ROM.

To customize reading lists from a database of more than 30,000 titles, use BookLink K-12 CD-ROM.

Independent Reading

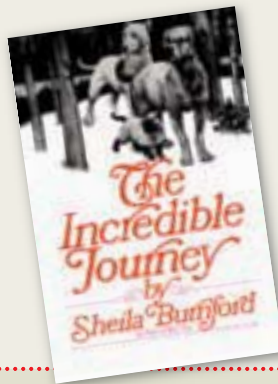
Fiction

To read more about the Big Question, choose one of these books from your school or local library.

The Incredible Journey

by Sheila Burnford

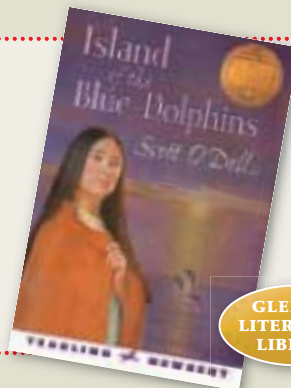
Two dogs and a cat set out on a 250-mile journey through the Canadian wilderness. Separately they might not survive, but together the three house pets must withstand predators, lack of food, and freezing weather as they attempt to find their way home.



East of the Sun and West of the Moon

by Nancy Willard

This poetic and amusing play, based on a Norwegian folktale, tells the story of a woodcutter's daughter who travels to the ends of the earth to save her prince.



Island of the Blue Dolphins

by Scott O'Dell

A Native American girl, accidentally left behind by her people, must survive on a lonely island. Can she fend off a ferocious pack of wild dogs and Aleutian sea-otter hunters? This is a classic story of courage and self-reliance.

Plays Children Love, Volume II: A Treasury of Contemporary and Classic Plays for Children

edited by Coleman A. Jennings and Aurand Harris

This anthology includes plays based on such classics as *The Wizard of Oz*, *Treasure Island*, *Charlotte's Web*, and *The Wind in the Willows*.



840 UNIT 6 What Are Worthwhile Goals?

Reading Practice



Preview Have students preview, or look over, each book on these pages before they choose what to read. Tell them to look at the titles, cover art, and descriptions to find the books that interest them. **Ask:** Which books look most interesting to you? Why?



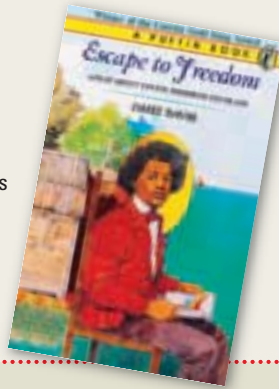
Make Connections Point out to students that all of these books connect to the Big Question “What Are Worthwhile Goals?” Tell students that as they read, they should look for connections between their books and the selections that they have read in this unit. Ask students to identify which selections in this unit have themes that are similar to the themes of the books that they are reading.

Nonfiction

Escape to Freedom: A Play About Young Frederick Douglass

by Ossie Davis

Born enslaved, future statesman Frederick Douglass endured cruelty and injustice before escaping to freedom. This play brings to life the hardships and triumphs that shaped the great orator.

**The Invisible Thread**

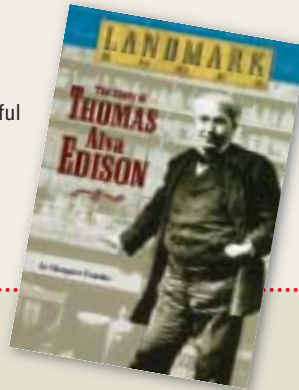
by Yoshiko Uchida

The popular author describes growing up in Berkeley, California, as a Japanese American, including her family's internment in a Nevada concentration camp during World War II. This memoir provides a personal account of a shameful episode in American history.

**The Story of Thomas Alva Edison**

by Margaret Cousins

Thomas Edison made many mistakes before he invented a successful light bulb. Read to find out how Edison's curiosity about the way things work lasted a lifetime and made the world a brighter place.

**Create a Book Cover**

Create a book cover for the book you read. Your book cover should be engaging and convey something important about the book without giving too much away. Remember, you want your cover to create interest in reading the book. Ask a classmate who has read the book to critique the cover you created.

INDEPENDENT READING 841

Approaching Level

DIFFERENTIATED INSTRUCTION

Emerging To help students decide what their book covers should look like, have them answer the following questions: What did you like best about the book? What didn't you like about the book? What did you find most interesting? What kind of picture

could you draw on the cover to give readers a clue about the book without giving the story away? Then have them develop their answers into ideas for the book covers.

Teach

Political History

Japanese Internment Camps During the second World War, 120,000 people of Japanese ancestry who were living in the United States were incarcerated in camps out of fear that they were conspiring with the Japanese. Most of them were U.S. citizens or permanent residents. They were evacuated from their homes and sometimes separated from their families. Half of them were children. More than 40 years later, the United States apologized for its treatment of Japanese Americans in the Civil Liberties Act of 1988.

Create a Book Cover

The book cover should

- be engaging
- convey something important about the book without giving too much of the story away
- create interest in reading the book

English Learners

DIFFERENTIATED INSTRUCTION

Intermediate Ask: **What is the first thing you see when you look at a book?** (*the cover*)

Explain that when people look at a book's cover, they form an opinion about the book and whether they would like to read it. **Say:** **Think about the covers of books you have enjoyed reading. What was it about their covers that made you want to read them? Try to make a cover for your book that will have the same effect on someone who sees it.**

Assessment

Reading

Test-Taking Tips

Explain to students that this Assessment is intended to reinforce general test-taking strategies as well as test the skills covered in Unit 6. First, students will be asked to read a passage from a play and answer comprehension and inference questions about it. Then they will be asked to answer questions about vocabulary, grammar, and language conventions and to write an essay.

Remind students to pay particular attention to text features when they are reading a passage from a play. Often, important information is presented through stage directions rather than through dialogue.

Advise students to adapt their thinking to the requirements of the passage they are reading. When reading a story or a play, students should try to predict what is going to happen. When reading a scientific or historical piece, students should look for facts. When reading a persuasive passage, students should try to figure out what the author wishes to convince the reader to think or do.



To customize assessments online, go to Progress Reporter Online Assessment.



To customize assessments using software, use ExamView Assessment Suite CD-ROM.

Assessment

Reading

Read the passage and answer the questions. Write your answers on a separate sheet of paper.

from *You're a Good Man, Charlie Brown* by Clark Gesner

[The following excerpt is from Act One of the play. LINUS is settled in front of the TV. LUCY enters and watches with him for a moment.]

LUCY. OK, switch channels.

LINUS. Are you kidding? What makes you think you can come right in here and take over!

LUCY [holding out her hand]. These five fingers individually are nothing. But when I curl them together into a single unit, they become a fighting force terrible to behold.

LINUS. Which channel do you want? [He looks at his hand.] Why can't you guys get organized like that.

LUCY. Linus, do you know what I intend? I intend to be a queen. When I grow up, I'm going to be the biggest queen there ever was, and I'll live in this big palace with a big front lawn and have lots of beautiful dresses to wear. And when I go out in my coach, all the people . . .

LINUS. Lucy.

LUCY. . . . all the people will wave, and I will shout at them, and . . .

LINUS. Lucy, I believe "queen" is an inherited title. [LUCY is silent.] Yes, I'm quite sure. A person can only become a queen by being born into a royal family of the correct lineage so that she can assume the throne after the death of the reigning monarch. I can't think of any possible way that you could ever become a queen. [LUCY is still silent.] I'm sorry, Lucy, but it's true.

LUCY *[silence, and then]*. . . and in the summertime I will go to my summer palace, and I'll wear my crown in swimming and everything, and all the people will cheer, and I will shout at them . . . *[Her vision pops.]* What do you mean I can't be a queen?

LINUS. It's true.

LUCY. There must be a loophole. This kind of thing always has a loophole. Nobody should be kept from being a queen if she wants to be one.
IT'S UNDEMOCRATIC!

LINUS. Good grief.

LUCY. It's usually just a matter of knowing the right people. I'll bet a few pieces of well-placed correspondence and I get to be a queen in no time.

LINUS. I think I'll watch television. *[He returns to the set.]*

LUCY. I know what I'll do. If I can't be a queen, then I'll be very rich. I'll work and work until I'm very very rich, and then I will buy myself a queendom.

LINUS. Good grief.

LUCY. Yes, I will buy myself a queendom, and then I'll kick out the old queen and take over the whole operation myself. I will be head queen. And when I go out in my coach, all the people will wave, and I will . . . I will . . .

[She has glanced at the TV set and become engrossed. Pretty soon LINUS turns and looks at her.]

LINUS. What happened to your queendom?

LUCY. Huh?

LINUS. What happened to your queendom?

LUCY. Oh, that. I've given it up. I've decided to devote my life to cultivating my natural beauty.

[As LINUS looks at her in disbelief, the scene disappears into blessed darkness . . .]

Assessment

Reading

from **You're a Good Man, Charlie Brown** by Clark Gesner

1. A is the correct answer. Lucy orders Linus to change TV channels; in her fantasy, she will be, first, *a queen* and, then, *head queen*.
2. B is the correct answer. Lucy is clearly threatening physical violence.
3. B is the correct answer. Linus uses words and phrases (*correct lineage, assume the throne, reigning monarch*) that, along with his sentence construction, make him seem very intelligent and precise.
4. A is the correct answer. Lucy is probably used to dealing with people either by being loud or, as earlier with Linus, by threatening violence.
5. D is the correct answer. Lucy looks forward to having palaces, beautiful clothes, adoring crowds, and the power to "run the whole operation" and be "head queen."
6. A is the correct answer. Lucy says, "Nobody should be kept from being a queen if she wants to be one."
7. C is the correct answer. Even a very rich person probably can't buy a queendom and kick out the old queen.
8. C is the correct answer. Lucy's new plan is to develop her beauty.

1. After reading this passage, what generalization can a reader make about Lucy?
 - A. She is bossy.
 - B. She is generous.
 - C. She is unsure of herself.
 - D. She is practical and realistic.
2. Why does Linus agree to change channels on the TV?
 - A. He is thoughtful.
 - B. He is afraid of Lucy.
 - C. He is bored by the other show.
 - D. He doesn't care what he watches.
3. Read this sentence from the play.

A person can only become a queen by being born into a royal family of the correct lineage so that she can assume the throne after the death of the reigning monarch.

What does Linus's diction reveal about him?

 - A. He is a normal and average kid.
 - B. He knows a lot and is very precise.
 - C. He doesn't know what he's talking about.
 - D. He uses fancy words just to impress people.
4. What does Lucy's repetition of "I will shout at them" show about her?
 - A. She's a person who likes shouting.
 - B. She often has to shout in order to be heard.
 - C. She plans to be very different than she is now.
 - D. She wants to be sure Linus understands her plan.

5. What does Lucy seem to think would be good about being a queen?
 - A. having many responsibilities
 - B. meeting other famous people
 - C. setting up a good government
 - D. being rich, important, and powerful
6. Lucy thinks she should be able to become a queen simply because
 - A. she wants to.
 - B. she can shout.
 - C. she has trained to be one.
 - D. she'd be such a good one.
7. Lucy's plans for how to become a queen could best be described as
 - A. unfair.
 - B. practical.
 - C. ridiculous.
 - D. complicated.
8. Why does Lucy give up her idea of becoming a queen?
 - A. She knows Linus is right.
 - B. She decides it wouldn't be fun.
 - C. She starts making a different plan.
 - D. She doesn't want to be undemocratic.



Literature Online

Assessment For additional test practice, go to glencoe.com and enter QuickPass code GL19756u6.

Vocabulary Skills

On a separate sheet of paper, write the numbers 1–14. Next to each number, write the letter of the word or phrase that is closest in meaning to the underlined word.

1. wilted flowers
A. colorful C. tiny
B. droopy D. homegrown
2. a harsh voice
A. disagreeable C. sweet
B. squeaky D. soft
3. ferocious weather
A. pleasant C. breezy
B. humid D. violent
4. astounded by the news
A. delighted C. saddened
B. stunned D. angered
5. unchanging principles
A. laws C. values
B. skills D. hours
6. an interesting assortment
A. mixture C. recipe
B. arrangement D. idea
7. guaranteed that it would work
A. promised C. hoped
B. predicted D. planned
8. his shabby coat
A. old, worn-out C. brand new
B. colorful D. expensive
9. proclaimed the prince's wedding
A. kept secret C. took credit for
B. got ready for D. made known
10. time for consideration
A. working C. thinking
B. doing nothing D. having fun
11. temporarily out of order
A. permanently C. briefly
B. unluckily D. usually
12. to register for the race
A. raise money C. train
B. sign up D. line up
13. aliens with work permits
A. employees C. citizens
B. students D. foreigners
14. to resist the new law
A. pass C. be in favor of
B. question D. refuse to accept

ASSESSMENT 845

Assessment

Vocabulary Skills

1. B
2. A
3. D
4. B
5. C
6. A
7. A
8. A
9. D
10. C
11. C
12. B
13. D
14. D

Writing Strategies

1. B
2. D
3. A
4. A
5. B

Writing Strategies

The following is a rough draft of part of a student's report. It contains errors. Read the passage. Then answer the questions on a separate sheet of paper.

(1) Today we saw the high schools play, *You're a Good Man, Charlie Brown*. (2) There isn't much of a plot and the characters doesn't change much, but it's all fun. (3) The actors reactions to Snoopys behavior was fun to watch. (4) My freind Amy, who played Lucy, received a lot of applause. (5) At the end, several lady's gave the cast a standing ovation!

1. What is the correct way to write the underlined word in sentence 1?
 A. schools C. schools's
 B. school's D. Leave as is.

2. What is the best way to write the underlined words in sentence 2?
 A. character's doesn't
 B. characters' don't
 C. character doesn't
 D. characters don't

3. Read this sentence.

The actors reactions to Snoopys behavior was fun to watch.

Which is the correct way to write the underlined words?

- A. actors', Snoopy's, were
- B. actors', Snoopy's, was
- C. actor's, Snoopies, were
- D. Leave as is.

4. Read this sentence.

My freind Amy, who played Lucy, received a lot of applause.

What is the correct way to spell the underlined words?

- A. friend, received
- B. freind, recieved
- C. friend, recieved
- D. Leave as is.

5. Read this sentence.

At the end, several lady's gave the cast a standing ovation!

What is the correct way to write the underlined word?

- A. ladyes C. ladys
- B. ladies D. Leave as is.

Writing Product

Read the prompt in the box below and follow the directions. Use one piece of paper to jot down ideas and organize your thoughts. Then neatly write your essay on another sheet. You may not use a dictionary or other reference materials.

Writing Situation:

Plays can be read, or they can be seen as a performance. These two experiences are different.

Directions for Writing:

Think about the difference between reading a script and watching a performance on a movie screen, TV screen, or stage. Now write to explain how these experiences are different.

Keep these hints in mind when you write.

- Concentrate on what the prompt tells you to write.
- Organize the way you will present your ideas.
- Provide good, clear support for your ideas.
- Use different kinds of sentence structures.
- Use precise words that express your ideas clearly.
- Check your essay for mistakes in spelling, grammar, and punctuation.

Assessment

Writing Product

Evaluate the essay for the following:

- a clear statement of the main difference(s) between reading a play and watching one;
- good, clear examples that support this idea;
- a variety in sentence structure and the use of precise words;
- correct use of grammar, punctuation, and spelling conventions.



For more end-of-unit assessment, see Assessment Resources, pp. 173–174.

Reference Section

Literary Terms Handbook R1

Reading and Thinking with Foldables® R8

Functional Documents R10

Writing Handbook

Research Report Writing R14

Using a Computer for Writing R18

Language Handbook

Grammar Glossary R20

Troubleshooter R27

Troublesome Words R32

Mechanics R36

Spelling R43

Speaking, Listening, and Viewing Handbook R46

Glossary/Glosario R50

Academic Word List R59

Index of Skills R63

Index of Authors and Titles R69

Acknowledgments R71

Literary Terms Handbook

A

Act A major unit of a drama. A play may be subdivided into several acts. Many modern plays have two or three acts. A short play can be composed of one or more scenes but only one act.

See also Scene.

Alliteration The repetition of consonant sounds, usually at the beginnings of words or syllables. Alliteration gives emphasis to words. For example,

Over the cobbles he clattered and clashed

Allusion A reference in a work of literature to a well-known character, place, or situation in history, politics, or science or from another work of literature, music, or art.

Analogy A comparison between two things, based on one or more elements that they share. Analogies can help the reader visualize an idea. In informational text, analogies are often used to explain something unfamiliar in terms of something known. For example, a science book might compare the flow of electricity to water moving through a hose. In literature, most analogies are expressed in metaphors or similes.

See also Metaphor, Simile.

Anecdote A brief, entertaining story based on a single interesting or humorous incident or event. Anecdotes are frequently biographical and reveal some aspect of a person's character.

Antagonist A person or force that opposes the protagonist, or central character, in a story or a drama. The reader is generally meant not to sympathize with the antagonist.

See also Conflict, Protagonist.

Anthropomorphism Representing animals as if they had human emotions and intelligence. Fables and fairy tales often contain anthropomorphism.

Aside In a play, a comment made by a character that is heard by the audience but not by the other characters onstage. The speaker turns to one side, or "aside," away from the other

characters onstage. Asides are common in older plays—you will find many in Shakespeare's plays—but are infrequent in modern drama.

Assonance The repetition of vowel sounds, especially in a line of poetry.

See also Rhyme, Sound devices.

Author's purpose The intention of the writer. For example, the purpose of a story may be to entertain, to describe, to explain, to persuade, or a combination of these purposes.

Autobiography The story of a person's life written by that person. *Primary Lessons* by Judith Ortiz Cofer is an example of autobiography.

See also Biography, Memoir.

B

Ballad A short musical narrative song or poem. Folk ballads, which usually tell of an exciting or dramatic episode, were passed on by word of mouth for generations before being written down. Literary ballads are written in imitation of folk ballads.

See also Narrative poetry.

Biography The account of a person's life written by someone other than the subject. Biographies can be short or book-length.

See also Autobiography, Memoir.

C

Character A person in a literary work. (If a character is an animal, it displays human traits.) Characters who show varied and sometimes contradictory traits are called **round**. Characters who reveal only one personality trait are called **flat**. A **stereotype** is a flat character of a familiar and often-repeated type. A **dynamic** character changes during the story. A **static** character remains primarily the same throughout the story.

Characterization The methods a writer uses to develop the personality of the character. In **direct characterization**, the writer makes direct statements about a character's personality. In **indirect characterization**, the writer reveals a character's personality through the character's

words and actions and through what other characters think and say about the character.

Climax The point of greatest emotional intensity, interest, or suspense in a narrative. Usually the climax comes at the turning point in a story or drama, the point at which the resolution of the conflict becomes clear. The climax in “Wings” occurs when Icarus forgets his father’s warning and flies too high.

Comedy A type of drama that is humorous and has a happy ending. A heroic comedy focuses on the exploits of a larger-than-life hero. In American popular culture, comedy can take the form of a scripted performance involving one or more performers—either as a skit that is part of a variety show, as in vaudeville, or as a stand-up monologue.

See also Humor.

Conflict The central struggle between opposing forces in a story or drama. An **external conflict** exists when a character struggles against some outside force, such as nature, society, fate, or another person. An **internal conflict** exists within the mind of a character who is torn between opposing feelings or goals.

See also Antagonist, Plot, Protagonist.

Consonance A pleasing combination of sounds, especially in poetry. Consonance usually refers to the repetition of consonant sounds in stressed syllables.

See also Sound devices.

Couplet Two successive lines of verse that form a unit and usually rhyme.

D

Description Writing that seeks to convey the impression of a setting, a person, an animal, an object, or an event by appealing to the senses. Almost all writing, fiction and nonfiction, contains elements of description.

Details Particular features of things used to make descriptions more accurate and vivid. Authors use details to help readers imagine the

characters, scenes, and actions they describe.

Dialect A variation of language spoken by a particular group, often within a particular region. Dialects differ from standard language because they may contain different pronunciations, forms, and meanings.

Dialogue Conversation between characters in a literary work.

See also Monologue.

Drama A story intended to be performed by actors on a stage or before movie or TV cameras. Most dramas before the modern period can be divided into two basic types: tragedy and comedy. The script of a drama includes dialogue (the words the actors speak) and stage directions (descriptions of the action and scenery).

See also Comedy, Tragedy.

E

Elegy A mournful or melancholy poem that honors someone who is dead. Some elegies are written in rhyming couplets that follow a strict metric pattern.

Epic A long narrative poem, written in a dignified style, that celebrates the adventures and achievements of one or more heroic figures of legend, history, or religion.

See also Narrative poetry.

Essay A short piece of nonfiction writing on a single topic. The purpose of the essay is to communicate an idea or opinion. A **formal essay** is serious and impersonal. An **informal essay** entertains while it informs, usually in a light, conversational style.

Exposition The part of the plot of a short story, novel, novella, or play in which the characters, setting, and situation are introduced.

Extended metaphor An implied comparison that continues through an entire poem.

See also Metaphor.

F

Fable A short, simple tale that teaches a moral. The characters in a fable are often animals who speak and act like people. The moral, or lesson, of the fable is usually stated outright.

Falling action In a play or story, the action that follows the climax.

See also Plot.

Fantasy A form of literature that explores unreal worlds of the past, the present, or the future.

Fiction A prose narrative in which situations and characters are invented by the writer. Some aspects of a fictional work may be based on fact or experience. Fiction includes short stories, novellas, and novels.

See also Novel, Novella, Short story.

Figurative language Language used for descriptive effect, often to imply ideas indirectly. Expressions of figurative language are not literally true but express some truth beyond the literal level. Although it appears in all kinds of writing, figurative language is especially prominent in poetry.

See also Analogy, Figure of speech, Metaphor, Personification, Simile, Symbol.

Figure of speech Figurative language of a specific kind, such as **analogy**, **metaphor**, **simile**, or **personification**.

First-person narrative *See* Point of view.

Flashback An interruption in a chronological narrative that tells about something that happened before that point in the story or before the story began. A flashback gives readers information that helps explain the main events of the story.

Folklore The traditional beliefs, customs, stories, songs, and dances of the ordinary people (the “folk”) of a culture. Folklore is passed on by word of mouth and performance rather than in writing.

See also Folktale, Legend, Myth, Oral tradition.

Folktale A traditional story passed down orally long before being written down. Generally the

author of a folktale is anonymous. Folktales include animal stories, trickster stories, fairy tales, myths, legends, and tall tales.

See also Legend, Myth, Oral tradition, Tall tale.

Foreshadowing The use of clues by an author to prepare readers for events that will happen in a story.

Free verse Poetry that has no fixed pattern of meter, rhyme, line length, or stanza arrangement.

See also Rhythm.

G

Genre A literary or artistic category. The main literary genres are prose, poetry, and drama. Each of these is divided into smaller genres. For example, **prose** includes fiction (such as novels, novellas, short stories, and folktales) and nonfiction (such as biography, autobiography, and essays). **Poetry** includes lyric poetry, dramatic poetry, and narrative poetry. **Drama** includes tragedy, comedy, historical drama, melodrama, and farce.

H

Haiku Originally a Japanese form of poetry. A traditional haiku has three lines and seventeen syllables. The first and third lines have five syllables each; the middle line has seven syllables.

Hero A literary work’s main character, usually one with admirable qualities. Although the word *hero* is applied only to males in traditional usage (the female form is *heroine*), the term now applies to both sexes.

See also Legend, Myth, Protagonist, Tall tale.

Historical fiction A novel, novella, play, short story, or narrative poem that sets fictional characters against a historical backdrop and contains many details about the period in which it is set.

See also Genre.

Humor The quality of a literary work that makes

the characters and their situations seem funny, amusing, or ludicrous. Humorous writing can be as effective in nonfiction as in fiction.

See also Comedy.

I

Idiom A figure of speech that belongs to a particular language, people, or region and whose meaning cannot be obtained, and might even seem ridiculous, by joining the meanings of the words composing it. You would be using an idiom if you said you *caught* a cold.

Imagery Language that emphasizes sensory impressions to help the reader of a literary work see, hear, feel, smell, and taste the scenes described in the work.

See also Figurative language.

Informational text This type of nonfiction writing conveys facts and information without introducing personal opinion.

Irony A form of expression in which the intended meaning of the words used is the opposite of their literal meaning. **Verbal irony** occurs when a person says one thing and means another—for example, saying “Nice guy!” about someone you dislike. **Situational irony** occurs when the outcome of a situation is the opposite of what was expected.

J

Journal An account of day-to-day events or a record of experiences, ideas, or thoughts. A journal may also be called a diary.

L

Legend A traditional story, based on history or an actual hero, that is passed down orally. A legend is usually exaggerated and gains elements of fantasy over the years. Stories about Daniel Boone and Davy Crockett are American legends.

Limerick A light, humorous poem with a regular metrical scheme and a rhyme scheme of *aabba*.

See also Humor, Rhyme scheme.

Local color The fictional portrayal of a region’s features or peculiarities and its inhabitants’ distinctive ways of talking and behaving, usually as a way of adding a realistic flavor to a story.

Lyric The words of a song, usually with a regular rhyme scheme.

See also Rhyme scheme.

Lyric poetry Poems, usually short, that express strong personal feelings about a subject or an event.

M

Main idea The most important idea expressed in a paragraph or an essay. It may or may not be directly stated.

Memoir A biographical or autobiographical narrative emphasizing the narrator’s personal experience during a period or at an event.

See also Autobiography, Biography.

Metaphor A figure of speech that compares or equates seemingly unlike things. In contrast to a simile, a metaphor implies the comparison instead of stating it directly; hence, there is no use of a connective such as *like* or *as*.

See also Figure of speech, Imagery, Simile.

Meter A regular pattern of stressed and unstressed syllables that gives a line of poetry a predictable rhythm.

See also Rhythm.

Monologue A long speech by a single character in a play or a solo performance.

Mood The emotional quality or atmosphere of a story or poem.

See also Setting.

Myth A traditional story of unknown authorship, often involving goddesses, gods, and heroes, that attempts to explain a natural phenomenon, a historic event, or the origin of a belief or custom.

N

Narration Writing or speech that tells a story. Narration is used in prose fiction and narrative poetry. Narration can also be an important element in biographies, autobiographies, and essays.

Narrative poetry Verse that tells a story.

Narrator The person who tells a story. In some cases the narrator is a character in the story.

See also Point of view.

Nonfiction Factual prose writing. Nonfiction deals with real people and experiences. Among the categories of nonfiction are biographies, autobiographies, and essays.

See also Autobiography, Biography, Essay, Fiction.

Novel A book-length fictional prose narrative. A novel has a greater scope than a short story in its presentation of plot, character, setting, and theme. Because novels are not subject to any limits in their presentation of these elements, they encompass a wide range of narratives.

See also Fiction.

Novella A work of fiction shorter than a novel but longer than a short story. A novella usually has more characters, settings, and events and a more complex plot than a short story.

O

Ode A lyric poem, usually rhymed, often in the form of an address and usually dignified or lofty in subject.

See also Lyric poetry.

Onomatopoeia The use of a word or a phrase that actually imitates or suggests the sound of what it describes.

See also Sound devices.

Oral tradition Stories, knowledge, customs, and beliefs passed by word of mouth from one generation to the next.

See also Folklore, Folktale, Legend, Myth.

P

Parallelism The use of a series of words, phrases, or sentences that have similar grammatical form. Parallelism emphasizes the items that are arranged in the similar structures.

See also Repetition.

Personification A figure of speech in which an animal, object, or idea is given human form or characteristics.

See also Figurative language, Metaphor.

Plot The sequence of events in a story, novel, or play. The plot begins with **exposition**, which introduces the story's characters, setting, and situation. The plot catches the reader's attention with a **narrative hook**. The **rising action** adds complications to the story's conflict, or problem, leading to the **climax**, or point of highest emotional pitch. The **falling action** is the logical result of the climax, and the **resolution** presents the final outcome.

Plot twist An unexpected turn of events in a plot. A surprise ending is an example of a plot twist.

Poetry A form of literary expression that differs from prose in emphasizing the line as the unit of composition. Many other traditional characteristics of poetry—emotional, imaginative language; use of metaphor and simile; division into stanzas; rhyme; regular pattern of stress, or meter—apply to some poems but not to others.

Point of view The relationship of the narrator, or storyteller, to the story. In a story with **first-person point of view**, the story is told by one of the characters, referred to as "I." The reader generally sees everything through that character's eyes. In a story with a **limited third-person point of view**, the narrator reveals the thoughts of only one character, but refers to that character as "he" or "she." In a story with an **omniscient point of view**, the narrator reveals the thoughts of several characters.

Propaganda Speech, writing, or other attempts to influence ideas or opinions, often through the use of stereotypes, faulty generalizations, logical fallacies, and/or emotional language.

Props Theater slang (a shortened form of *properties*) for objects and elements of the scenery of a stage play or movie set.

Prose Writing that is similar to everyday speech and language, as opposed to poetry. Its form is based on sentences and paragraphs without the patterns of rhyme, controlled line length, or meter found in much poetry. Fiction and nonfiction are the major categories of prose. Most modern drama is also written in prose.

See also Drama, Essay, Fiction, Nonfiction.

Protagonist The central character in a story, drama, or dramatic poem. Usually the action revolves around the protagonist, who is involved in the main conflict.

See Antagonist, Conflict.

Pun A humorous play on two or more meanings of the same word or on two words with the same sound. Puns often appear in advertising headlines and slogans—for example, “Our hotel rooms give you suite feelings.”

See also Humor.

R

Refrain A line or lines repeated regularly, usually in a poem or song.

Repetition The recurrence of sounds, words, phrases, lines, or stanzas in a speech or piece of writing. Repetition increases the feeling of unity in a work. When a line or stanza is repeated in a poem or song, it is called a refrain.

See also Parallelism, Refrain.

Resolution The part of a plot that concludes the falling action by revealing or suggesting the outcome of the conflict.

Rhyme The repetition of sounds at the ends of words that appear close to each other in a poem. **End rhyme** occurs at the ends of lines. **Internal rhyme** occurs within a single line. Slant rhyme occurs when words include sounds that are similar but not identical. **Slant rhyme** usually involves some variation of **consonance** (the repetition of consonant sounds) or **assonance**

(the repetition of vowel sounds).

Rhyme scheme The pattern of rhyme formed by the end rhyme in a poem. Rhyme scheme is designated by the assignment of a different letter of the alphabet to each new rhyme. For example, one common rhyme scheme is *ababcb*.

Rhythm The pattern created by the arrangement of stressed and unstressed syllables, especially in poetry. Rhythm gives poetry a musical quality that helps convey its meaning. Rhythm can be regular (with a predictable pattern or meter) or irregular, as in free verse.

See also Meter.

Rising action The part of a plot that adds complications to the problems in the story and increases reader interest.

See also Falling action, Plot.

S

Scene A subdivision of an act in a play. Each scene takes place in a specific setting and time. An act may have one or more scenes.

See also Act.

Science fiction Fiction dealing with the impact of real science or imaginary superscience on human or alien societies of the past, present, or future. Although science fiction is mainly a product of the twentieth century, nineteenth-century authors such as Mary Shelley, Jules Verne, and Robert Louis Stevenson were pioneers of the genre.

Screenplay The script of a film, usually containing detailed instructions about camera shots and angles in addition to dialogue and stage directions. A screenplay for an original television show is called a teleplay.

See also Drama.

Sensory imagery Language that appeals to a reader’s five senses: hearing, sight, touch, taste, and smell.

See also Visual imagery.

Sequence of events The order in which the events in a story take place.

Setting The time and place in which the events of a short story, novel, novella, or play occur. The setting often helps create the atmosphere or mood of the story.

Short story A brief fictional narrative in prose. Elements of the short story include **plot**, **character**, **setting**, **point of view**, **theme**, and sometimes symbol and irony.

Simile A figure of speech using *like* or *as* to compare seemingly unlike things.

Sonnet A poem containing fourteen lines, usually written in iambic pentameter. Sonnets have strict patterns of rhyme and usually deal with a single theme, idea, or sentiment.

Sound devices Techniques used to create a sense of rhythm or to emphasize particular sounds in writing. For example, sound can be controlled through the use of **onomatopoeia**, **alliteration**, **consonance**, **assonance**, and **rhyme**.

See also Rhythm.

Speaker The voice of a poem—sometimes that of the poet, sometimes that of a fictional person or even a thing. The speaker's words communicate a particular tone or attitude toward the subject of the poem.

Stage directions Instructions written by the dramatist to describe the appearance and actions of characters, as well as sets, costumes, and lighting.

Stanza A group of lines forming a unit in a poem. Stanzas are, in effect, the paragraphs of a poem.

Stereotype A character who is not developed as an individual but as a collection of traits and mannerisms supposedly shared by all members of a group.

Style The author's choice and arrangement of words and sentences in a literary work. Style can reveal an author's purpose in writing and attitude toward his or her subject and audience.

Suspense A feeling of curiosity, uncertainty, or even dread about what is going to happen next.

Writers increase the level of suspense in a story by giving readers clues to what may happen.

See also Foreshadowing, Rising action.

Symbol Any object, person, place, or experience that means more than what it is. **Symbolism** is the use of images to represent internal realities.

T

Tall tale A wildly imaginative story, usually passed down orally, about the fantastic adventures or amazing feats of folk heroes in realistic settings.

See also Folklore, Oral tradition.

Teleplay A play written or adapted for television.

Theme The main idea of a story, poem, novel, or play, usually expressed as a general statement. Some works have a **stated theme**, which is expressed directly. More frequently works have an **implied theme**, which is revealed gradually through other elements such as plot, character, setting, point of view, symbol, and irony.

Third-person narrative. *See* Point of view.

Title The name of a literary work.

Tone The attitude of the narrator toward the subject, ideas, theme, or characters. A factual article would most likely have an objective tone, while an editorial on the same topic could be argumentative or satiric.

Tragedy A play in which the main character suffers a downfall. That character often is a person of dignified or heroic stature. The downfall may result from outside forces or from a weakness within the character, which is known as a tragic flaw.

V

Visual imagery Details that appeal to the sense of sight.

Voice An author's distinctive style or the particular speech patterns of a character in a story.

See also Style, Tone.

Reading and Thinking with Foldables®

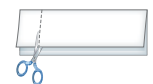
by Dinah Zike, M.Ed., Creator of Foldables®

As you read the selections in each unit, the following Foldables will help you keep track of your ideas about the Big Questions. Follow these directions to make your Foldable, and then use the directions on the Unit opener for labeling your unit Foldable.

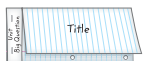
Foldable for Units 1 and 4



Step 1 Fold ten sheets of paper in half.



Step 2 On the top flap of each folded paper, make a cut one inch from the side (top flap only).



Step 3 Stack the folded papers on top of one another. Staple the ten sections together. Write the unit number and Big Question on the stapled edge.

Step 4 On the top flap, write the first reading selection title from the unit. Open the flap. Near the top of the page, write **My Purpose for Reading**. Below the crease, write **Big Question**.

Step 5 Repeat these steps for each remaining reading selection in the unit.

Foldable for Unit 2



Step 1 Stack three or four sheets of paper with their top edges about a half-inch apart. These top edges will be tabs, so be sure to keep them straight.



Step 2 Fold up the bottom edges of the papers to form six or eight tabs. Align the edges so that all of the layers or tabs are the same distance apart. Crease the bottom tightly.



Step 3 Follow steps 1 and 2 again to make a second set of tabbed pages. Then place the two sets of tabbed pages back-to-back and staple them together at the bottom.

Step 4 On the top page of one side of the tabbed pages, write the unit number and the Big Question. Then, working your way up, label the tabs in order with the titles of reading selections in the unit. Use both tabbed sides.

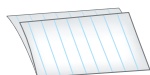
Step 5 Below each title, write **My Purpose for Reading**. A third of the way down from that, write the label **Big Question**.



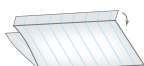
Foldable for Units 3 and 6



Step 1 Fold six sheets of paper in half and cut the sheets in half along the fold line.



Step 2 Fold each section of paper in half, but fold one side one-half inch shorter than the other side. This will form a tab that is one-half inch long.



Step 3 Fold each tab over the shorter side and then fold it back the opposite way.



Step 4 Glue the straight edge of one section into the tab valley of another section. Glue all the sections together to form an accordion.

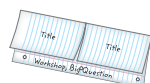
Step 5 On the front cover, write the unit number and the Big Question. Turn the page. Across the top, write a reading selection title. To the left of the crease, write **My Purpose for Reading**. To the right of the crease, write **Big Question**. Repeat until you have all the titles from the unit in your Foldable.



Foldable for Unit 5



Step 1 Fold a sheet of paper in half so that one side is one inch longer than the other side. Fold the one-inch tab over the short side to form a fold. On the fold, write the Big Question for that unit.



Step 2 Cut the front flap in half toward the top crease to create two flaps. Write the title of a reading selection on each flap.

Step 3 Open the flaps. At the top of each flap, write **My Purpose for Reading**. Below each crease, write **Big Question**.

Step 4 Repeat these steps for each remaining reading selection.

Functional Documents

Business Letter

In the business world, in school, and even at home, there are many standard types of documents that serve specific functions. Understanding these forms of writing will help you to be a better communicator in your everyday life.

The following business letter uses modified block style.

1 10 Pullman Lane
Cromwell, CT 06416
January 16, 2009

2 Mr. Philip Fornaro
Principal
Cromwell School
179 West Maple St.
Cromwell, CT 06416

3 Dear Mr. Fornaro:

4 My friends and I in the seventh grade at Brimmer Middle School feel that there is not enough to do in Cromwell during the winter vacation week. Some students can afford to go away for vacation. Many families, however, cannot afford to go away, or the parents have to work.

5 I would like to suggest that you keep the Brimmer Middle School gym open during the vacation week. If the gym were open, the basketball teams could practice. The fencing club could meet. We could meet our friends there instead of going to the mall.

6 Thanks for listening to my request. I hope you will think it over.

7 Sincerely,
Kim Goodwin
Kim Goodwin

1 In the heading, write your address and the date on separate lines.

2 In the inside address, write the name and address of the person to whom you are sending the letter.

3 Use a colon after the greeting.

4 In your introduction, say who you are and why you are writing.

5 In the body of your letter, provide details concerning your request.

6 Conclude by restating your purpose and thanking the person you are writing to.

7 In the closing, use *Sincerely*, *Sincerely yours*, or *Yours truly* followed by a comma. Include both your signature and your printed or typed name.

Job Application

When applying for a job, you usually need to fill out a job application. Always read the form carefully before beginning to fill it out. Write neatly and fill out the form completely, providing all information directly and honestly. If a question does not apply to you, indicate that by writing *n/a*, short for “not applicable.” Keep in mind that you will have the opportunity to provide additional information in your résumé, in your letter of application, or during the interview process.

Please type or print neatly in blue or black ink.

Name: _____ Today’s date: _____

Address: _____

Phone #: _____ Birth date: _____ Sex: _____ Soc. Sec. #: _____

Job History (List each job held, starting with the most recent job.)

1. Employer: _____ Phone #: _____

Dates of employment: _____

Position held: _____

Duties: _____

2. Employer: _____ Phone #: _____

Dates of employment: _____

Position held: _____

Duties: _____

Education (List the most recent level of education completed.)

Personal References:

1. Name: _____ Phone #: _____

Relationship: _____

2. Name: _____ Phone #: _____

Relationship: _____

- 1 The application provides specific instructions.
- 2 All of the information requested should be provided in its entirety.
- 3 The information should be provided neatly and succinctly.
- 4 Experience should be stated accurately and without embellishment.

Activity

Pick up a job application from a local business or use a copy of the sample application above. Complete the application thoroughly. Fill out the application as if you were actually applying for the job. Be sure to pay close attention to the guidelines mentioned above.

Writing a Memo

A memo, or memorandum, is a brief, efficient way of communicating information to another person or group of people. It begins with a header that provides basic information. A memo does not have a formal closing.

TO: *Brimmer Banner* newspaper staff
FROM: Paul Francis
SUBJECT: Winter issue
DATE: January 18, 2009

Articles for the winter issue of the *Brimmer Banner* are due by February 1. Please see Terry about your assignment as soon as possible! The following articles or features have not yet been assigned:

Cafeteria Mess: Who Is Responsible?
Teacher Profile: Mr. Jinks, Ms. Magee
Sports roundup

Using Electronic Business Correspondence

Imagine that you ordered a game through a company's Web site. When you tried playing the game, you found that it didn't work well. You could send a letter to the company you bought the game from explaining your problem. But it's easier and faster to send an e-mail. Any business that operates on the Internet has a way for customers to reach them—either a hyperlink "button" that will take you to Customer Service, or an e-mail address such as *service@gamecorp.com*.

Here are a few hints for effective business e-mails.

- Your e-mail window includes an area for the subject of your message. Think carefully and make your subject as clear and concise as possible. In a business e-mail, you'll want your recipient to know right away your purpose for writing.
- Reread your message carefully before hitting the Send button. Check your grammar and spelling. Then double-check your spelling by using the spell-checker program on your computer.
- Your e-mail program probably offers options for how to send a message—for example: plain text, rich text, or HTML. If your letter contains some formatting (such as italics or boldface) or special characters (such as a cursive typeface that looks like handwriting), choose rich text or HTML to avoid losing your formatting.

Technical Writing

Technical writing involves the use of very specific vocabulary and a special attention to detail. The purpose of technical writing is to describe a process clearly enough so that the reader can perform the steps and reach the intended goal, such as installing software, connecting a piece of equipment, or programming a device.

Instructions for Connecting DVD Player to HDTV

Your DVD player can be connected to an HDTV using RCA cables or, if available, an HDMI cable.

Connecting with RCA Cables

Step 1: Insert the ends of the red, white, and yellow cables into the jacks labeled "AUDIO/VIDEO OUT." ❶ Be sure to match the color of the cable with the color of the jack.

- ❷ **Step 2:** Insert the other ends of the RCA cables into the jacks labeled "AUDIO/VIDEO IN" on your HDTV. These are usually located on the side or the back of the television. Again, be sure to match the colors of the cables with the colors of the jacks.

Connecting with HDMI Cable

Step 1: Insert one end of the HDMI cable into the HDMI port located on the back of the DVD player.

Step 2: Insert the other end of the HDMI cable into the HDMI port on your HDTV.

- ❸ **Note:** Your television may have more than one HDMI port. If so, be sure that you set your television to the correct input when viewing.

- ❶ Uses specific language to describe the process clearly
- ❷ Lists each step individually
- ❸ Brings attention to possible variations the reader may encounter

Activity

Choose a device that you own or have access to, such as an mp3 player or a cell phone. Write brief step-by-step directions on how to perform a specific function on the device, so that someone else can follow your instructions and perform the function successfully.

Writing Handbook

Research Report Writing

When you write a research report, you explore a topic by gathering factual information from several different resources. Through your research, you develop a point of view or draw a conclusion. This point of view or conclusion becomes the main idea, or thesis, of your report.

Select a Topic

Because a research report usually takes time to prepare and write, your choice of topic is especially important. Follow these guidelines.

- Brainstorm a list of questions about a subject you would like to explore. Choose one that is neither too narrow nor too broad for the length of paper you will write. Use that question as your topic.
- Select a topic that genuinely interests you.
- Be sure you can find information on your topic from several different sources.

Do Research

Start by looking up your topic in an encyclopedia to find general information. Then find specific information in books, magazines, and newspapers, on CD-ROMs and the Internet, and from personal interviews when this seems appropriate. Use the computerized or card catalog in the library to locate books on your topic. Then search for up-to-date information in periodicals (magazines) or newspapers and from electronic sources, such as CD-ROMs or the Internet. If you need help in finding or using any of these resources, ask the librarian.

As you gather information, make sure each source you use relates closely to your topic. Also be sure that your source is reliable. Be extra careful if you are using information from the Internet. If you are not sure about the reliability of a source, consult the librarian or your teacher.

Internet Research

In order to conduct research on the Internet, you will need to use a search engine, a tool that allows you to use keywords to find information

on the World Wide Web. There are many different search engines on the Internet, but most of them operate similarly.

First, open a search engine. Somewhere near the top you'll find a white box that you can type into. Next to it will be a button that in most search engines says "Search." Try searching for Web sites about protecting animals in the wild. For keywords, try: "endangered wildlife." The quotation marks tell the search engine to look for the whole phrase rather than for each word by itself. Click on the Search button and the engine will provide you with a list of sites that include the phrase "endangered wildlife." Visit a few of these sites by clicking on the underlined titles.

As you conduct your Internet search, you may want to narrow your search to something more specific, such as "wildlife preserves." Try different keywords to come up with additional sites dealing with your topic. Most search engines also have an advanced search feature, which allows you to be even more specific about your search.

Since there is such a huge amount of information on the Internet, you will have to visit many sites and evaluate which ones have the information you need, based on relevance and appropriateness.

Exercise:

Conduct an Internet search using the word "cooking" as a keyword. How many sites do you find? Now do a search to find a recipe for your favorite dessert. Think of exact phrases you could place in quotes to narrow your search.

Make Source Cards

In a research report, you must document the source of your information. To keep track of your sources, write the author, title, publication information, and location of each source on a separate index card. Give each source card a number and write it in the upper right-hand corner. These cards will be useful for preparing a bibliography.

Sample Source Card

1	Douglas, Majory Stoneman	2	15
3	Everglades: River of Grass.		
4	Marietta, Georgia: Mockingbird		
5	Books, 1986.		
6	Carrollton Public Library	7	654.3 S2

- | | |
|-------------------------------------|-----------------------|
| 1 Author | 5 Date of publication |
| 2 Source number | 6 Location of source |
| 3 Title | 7 Library call number |
| 4 City of publication/
Publisher | |

Take Notes

As you read, you encounter many new facts and ideas. Taking notes will help you keep track of information and focus on the topic. Here are some helpful suggestions:

- Use a new card for each important piece of information. Separate cards will help you to organize your notes.
- At the top of each card, write a key word or phrase that tells you about the information. Also, write the number of the source you used.
- Write only details and ideas that relate to your topic.
- Summarize information in your own words.

- Write down a phrase or a quote only when the words are especially interesting or come from an important source. Enclose all quotes in quotation marks to make clear that the ideas belong to someone else.

This sample note card shows information to include.

Sample Note Card

1	Functions of Wetlands	2	15
Besides furnishing a home for a variety of wildlife, the wet, spongy soil of wetlands maintains the level of the water table.			
p. 79 3			

- 1 Write a key word or phrase that tells you what the information is about.
- 2 Write the source number from your source card.
- 3 Write the number of the page or pages on which you found the information.

Develop Your Thesis

As you begin researching and learning about your topic, think about the overall point you want to make. Write one sentence, your *thesis statement*, that says exactly what you plan to report on.

Sample Thesis Statement

Everglades National Park is a beautiful but endangered animal habitat.

Keep your thesis in mind as you continue to do research and think about your topic. The thesis will help you determine what information is

important. However, be prepared to change your thesis if the information you find does not support it.

Write an Outline

When you finish taking notes, organize the information in an outline. Write down the main ideas that you want to cover. Write your thesis statement at the beginning of your outline. Then list the supporting details. Follow an outline form like the one on the next page.

- 1 Everglades National Park is a beautiful but endangered animal habitat.
 - I. Special aspects of the Everglades
 - 2 A. Characteristics of wetlands
 - B. Endangered birds and animals
 - II. Pressures on the Everglades
 - A. Florida agriculture
 - B. Carelessness of visitors
 - III. How to protect the Everglades
 - A. Change agricultural practices
 - B. Educate park visitors
 1. Mandatory video on safety for individuals and environment
 - 3 2. Instructional reminders posted throughout the park

- 1 The thesis statement identifies your topic and the overall point you will make.
- 2 If you have subtopics under a main topic, there must be at least two. They must relate directly to your main topic.
- 3 If you wish to divide a subtopic, you must have at least two divisions. Each must relate to the subtopic above it.

Document Your Information

You must document, or credit, the sources of all the information you use in your report. There are two common ways to document information.

Avoiding Plagiarism

Plagiarism is the act of presenting an author's words or ideas as if they were your own. This is not only illegal, it is also unethical. You must credit the source not only for material directly quoted but also for any facts or ideas obtained from the source. See the Media Workshop on Media Ethics (p. 683) for more information.

Footnotes

To document with footnotes, place a number at the end of the information you are documenting. Number your notes consecutively, beginning with number 1. These numbers should be slightly raised and should come after any punctuation. The documentation information itself goes at the bottom of the page, with a matching number.

In-text number for note:

The Declaration of Independence was read in public for the first time on July 6, 1776.³

Footnote at bottom of page:

³ John Smith, The Declaration of Independence (New York: DL, 2001) 221.

Parenthetical Documentation

In this method, you give the source for your information in parentheses at the end of the sentence where the information appears. You do not need to give all the details of the source. Just provide enough information for your readers to identify it. Here are the basic rules to follow.

- Usually it is enough to give the author's last name and the number of the page where you found the information.

The declaration was first read in public by militia colonel John Nixon (Smith 222).

- If you mention the author's name in the sentence, you do not need to repeat it in the parentheses.

According to Smith, the reading was greeted with wild applause (224).

- If your source does not identify a particular author, as in a newspaper or encyclopedia article, give the first word or two of the title of the piece.

The anniversary of the reading was commemorated by a parade and fireworks ("Reading Celebrated").

Full information on your sources goes in a list at the end of your paper.

Bibliography or Works Cited

At the end of your paper, list all the sources of information that you used in preparing your report. Arrange them alphabetically by the author's last name (or by the first word in the title if no author is mentioned) as shown below. Title this list *Works Cited*. (Use the term *bibliography* if all your sources are printed media, such as books, magazines, or newspapers.)

- Works Cited
- 1 Bertram, Jeffrey. "African Bees: Fact or Myth?" *Orlando Sentinel* 18 Aug. 1999: D2.
 - 2 Gore, Rick. "Neanderthals." *National Geographic*. January 1996: 2-35. 8
 - 3 Gould, Stephen J. *The Panda's Thumb*. New York: W. W. Norton & Co., 1982.
 - 4 "Governor Chiles Vetoes Anti-Everglades Bills-5/13/98." *Friends of the Everglades*. May 1998. 26 Aug 1998 <http://www.everglades.org/pressrel_may28.htm>.
 - 5 "Neanderthal man." *The Columbia Encyclopedia*. 5th Edition. New York: Columbia University Press, 1993.
 - 6 Pabst, Laura (Curator of Natural History Museum), Interview. March 11, 1998.

- 1 Indent all but the first line of each item.
- 2 Newspaper article
- 3 Magazine article
- 4 Book with one author
- 5 On-line article
- 6 Encyclopedia
- 7 Interview
- 8 Include page numbers for a magazine article but not for a book, unless the book is a collection of essays by different authors.
- 9 Include database (underlined), publication medium (online), computer service, and date of access.

Presenting

For readers to fully appreciate your writing, it is very important that you present it neatly, effectively, and according to the needs of your audience and the purpose of your writing. The following standard is how you should format most of your formal school papers.

Formatting your text

- The standard typeface setting for most school papers is Courier 12 point.
- Double-space your work so that it is easy to read.
- Leave one-inch margins on all sides of every page.
- Include the page number in the upper right-hand corner of each page.
- If you are including charts, graphs, maps, or other visual aids, consider setting them on their own page. This will allow you to show the graphic at a full size that is easy to read.

Exercise:

Look in the library or on the Internet to find style guides for various types of writing, such as short stories or magazine articles. Assess which format is right for your piece of writing and apply it.

Using a Computer for Writing

Using Word Processing Software

A word processor is a digital tool that lets you move your words and ideas around until you find the best way to present them. Each type of word processing software is a bit different, but they all help you plan, draft, revise, edit, and present neat a properly formatted documents.

Menus, Toolbars, and Rulers

Open a word processing document. At the top of your screen, locate the menu bar, one or more toolbars, and a ruler.



Menu Bar Menus help you perform important processes. The Edit menu, for example, allows you to copy, paste, and find text within your document.

Toolbars There are two basic types of tools. **Function tools** perform some kind of computer function, like printing a document or checking its spelling. **Formatting tools** are used to change the way a document looks—for example, changing its font (typeface) or paragraph style.

Ruler The ruler looks like a measuring stick with little markers at each end. These markers control the margins of your document. Try changing the margins on your document. You can also put tabs on the ruler so that you can use the tab key on your keyboard to send your cursor to those positions.

Exercise

Use the menu, toolbars, and ruler to properly format your document according to the guidelines on p. R17.

Multimedia Presentations

You can use digital technology, such as a computer with presentation software, to create a multimedia presentation of your work. Adding pictures, video, and sound to your presentation can attract and hold your audience's attention. However, it is important that you understand the rules and laws about using other people's creations in your work. See the Media Workshop on Media Ethics (p. 683) for more information.

Slides

In a multimedia presentation, each screen a viewer sees is called a slide. Generally, a slide consists of text—not too much of it—and an image of some kind. Each slide should be limited to a single idea with a few supporting details. Because you want to get your point across quickly, it's important that you choose your images and words carefully. An Internet search engine can help you find downloadable images to use in your presentation. Most computer images have the file extension “gif” or “jpeg.”

Video

For some types of presentations, adding video can have a big impact. For example, if you're presenting a report on an actor, what better way

Main Idea



- Supporting Point
- Supporting Point
- Supporting Point

to illustrate his or her style than with movie clips? You can record video clips from your TV or downloaded them from the Internet. Most movie files have the extensions “avi,” “mov,” or “mpeg.”

You can add your images and video clips to your presentation using the Insert menu in your presentation software. Also, most presentation software has a “wizard” or templates that will help you put together your multimedia presentation.

Exercise:

Working with a partner, choose a movie or television show as the basis for a complete multimedia presentation. Include in your presentation at least six slides with pictures and text and two video clips. Don’t forget about media ethics, and be careful not to plagiarize as you choose media for your presentation.

Databases

An electronic database is a software program that allows you to organize, store, and retrieve information. Data is organized into a table of columns and rows. Each single piece of information is called a field.

Once the information is in your database, you can recall it in a number of useful ways. For example, you can arrange an address-book database to show you all the names of people who live in a certain city or zip code.

Exercise:

Create a database of your research materials for a current or upcoming report. Enter fields for authors, titles, types of media, and keywords of what useful information was found in each. Practice organizing the database in different ways. For example, organize your database to show how many magazine articles you used in your research.

Field Columns (Categories)

Record

Name	Address	City	State	Zip
Brown, Katie	12814 South Emerald	Chicago	IL	60601
Hauser, Sam	63 Taylor	Stamford	CT	06904
Marmalard, Greg	1001 Porterhouse	Laredo	TX	78040
O'Hare, Megan	140 Blossom	Shaker Heights	OH	44118
Trumbull, Ellen	302 St. Nicolas	Darien	CT	06820

Field

Language Handbook

Grammar Glossary

This glossary will help you quickly locate information on parts of speech and sentence structure.

A

Absolute phrase. *See* Phrase.

Abstract noun. *See* Noun chart.

Action verb. *See* Verb.

Active voice. *See* Voice.

Adjective A word that modifies a noun or pronoun by limiting its meaning. Adjectives appear in various positions in a sentence. **(The gray cat purred. The cat is gray.)**

Many adjectives have different forms to indicate **degree of comparison**. (**short, shorter, shortest**)

The **positive degree** is the simple form of the adjective. (**easy, interesting, good**)

The **comparative degree** compares two persons, places, things, or ideas. (**easier, more interesting, better**)

The **superlative degree** compares more than two persons, places, things, or ideas. (**easiest, most interesting, best**)

A **predicate adjective** follows a linking verb and further identifies or describes the subject. **(The child is happy.)**

A **proper adjective** is formed from a proper noun and begins with a capital letter. Many proper adjectives are created by adding these suffixes: -an, -ian, -n, -ese, and -ish. (**Chinese, African**)

Adjective clause. *See* Clause chart.

Adverb A word that modifies a verb, an adjective, or another adverb by making its meaning more specific. When modifying a verb, an adverb may appear in various positions in a sentence. **(Cats generally eat less than dogs. Generally, cats eat less than dogs.)** When modifying an adjective or another adverb, an adverb appears directly before the modified word. **(I was quite pleased that they got along so**

well.) The word not and the contraction -n't are adverbs. **(Mike wasn't ready for the test today.)**

Certain adverbs of time, place, and degree also have a negative meaning. **(He's never ready.)**

Some adverbs have different forms to indicate degree of comparison. (**soon, sooner, soonest**)

The **comparative** degree compares two actions. (**better, more quickly**)

The **superlative** degree compares three or more actions. (**fastest, most patiently, least rapidly**)

Adverb clause. *See* Clause chart.

Antecedent. *See* Pronoun.

Appositive A noun or a pronoun that further identifies another noun or pronoun. **(My friend Julie lives next door.)**

Appositive phrase. *See* Phrase.

Article The adjective a, an, or the.

Indefinite articles (a and an) refer to one of a general group of persons, places, or things. **(I eat an apple a day.)**

The **definite article (the)** indicates that the noun is a specific person, place, or thing. **(The alarm woke me up.)**

Auxiliary verb. *See* Verb.

B

Base form. *See* Verb tense.

C

Clause A group of words that has a subject and a predicate and that is used as a sentence or part of a sentence. Clauses fall into two categories: main clauses, which are also called independent clauses, and subordinate clauses, which are also called dependent clauses.

Types of Subordinate Clauses			
Clause	Function	Example	Begins with . . .
Adjective clause	Modifies a noun or pronoun	Songs <u>that have a strong beat</u> make me want to dance.	A relative pronoun such as <i>which, who, whom, whose, or that</i>
Adverb clause	Modifies a verb, an adjective, or an adverb	<u>Whenever Al calls me</u> , he asks to borrow my bike.	A subordinating conjunction such as <i>after, although, because, if, since, when, or where</i>
Noun clause	Serves as a subject, an object, or a predicate nominative	<u>What Philip did</u> surprised us.	Words such as <i>how, that, what, whatever, when, where, which, who, whom, whoever, whose, or why</i>

A **main clause** can stand alone as a sentence. There must be at least one main clause in every sentence. (**The rooster crowed, and the dog barked.**)

A **subordinate clause** cannot stand alone as a sentence. A subordinate clause needs a main clause to complete its meaning. Many subordinate clauses begin with subordinating conjunctions or relative pronouns. (**When Geri sang her solo, the audience became quiet.**) The chart on this page shows the main types of subordinate clauses.

Collective noun. See Noun chart.

Common noun. See Noun chart.

Comparative degree. See Adjective; Adverb.

Complement A word or phrase that completes the meaning of a verb. The four basic kinds of complements are direct objects, indirect objects, object complements, and subject complements.

A **direct object** answers the question What? or Whom? after an action verb. (**Kari found a dollar. Larry saw Denise.**)

An **indirect object** answers the question *to whom, for whom, to what, or for what* after an action verb. (**Do me a favor. She gave the child a toy.**)

An **object complement** answers the question *what* after a direct object. An object complement is a noun, a pronoun, or an adjective that completes the meaning of a direct object by identifying or describing it. (**The director made me the understudy for the role. The little girl called the puppy hers.**)

A **subject complement** follows a subject and a linking verb. It identifies or describes a subject. The two kinds of subject complements are predicate nominatives and predicate adjectives.

A **predicate nominative** is a noun or pronoun that follows a linking verb and tells more about the subject. (**The author of “The Raven” is Edgar Allan Poe.**)

A **predicate adjective** is an adjective that follows a linking verb and gives more information about the subject. (**Ian became angry at the bully.**)

Complex sentence. See Sentence.

Compound preposition. See Preposition.

Compound sentence. See Sentence.

Compound-complex sentence. See Sentence.

Conjunction A word that joins single words or groups of words.

A **coordinating conjunction** (**and, but, or, nor, for, yet, so**) joins words or groups of words that are equal in grammatical importance. (**David and Ruth are twins. I was bored, so I left.**)

Correlative conjunctions (**both . . . and, just as . . . so, not only . . . but also, either . . . or, neither . . . nor, whether . . . or**) work in pairs to join words and groups of words of equal importance. (**Choose either the muffin or the bagel.**)

A **subordinating conjunction** (**after, although, as if, because, before, if, since, so that, than, though, until, when, while**) joins a dependent idea or clause to a main clause. (**Beth acted as if she felt ill.**)

Conjunctive adverb An adverb used to clarify the relationship between clauses of equal weight in a sentence. Conjunctive adverbs are used to replace **and** (**also, besides, furthermore, moreover**); to replace **but** (**however, nevertheless, still**); to state a result (**consequently, therefore, so, thus**); or to state equality (**equally, likewise, similarly**). (**Ana was determined to get an A; therefore, she studied often.**)

Coordinating conjunction. *See* Conjunction.

Correlative conjunction. *See* Conjunction.

D

Declarative sentence. *See* Sentence.

Definite article. *See* Article.

Demonstrative pronoun. *See* Pronoun.

Direct object. *See* Complement.

E

Emphatic form. *See* Verb tense.

F

Future tense. *See* Verb tense.

G

Gerund A verb form that ends in -ing and is used as a noun. A gerund may function as a subject, the object of a verb, or the object of a preposition. (**Smiling uses fewer muscles than**

frowning. Marie enjoys walking.)

Gerund phrase. *See* Phrase.

I

Imperative mood. *See* Mood of verb.

Imperative sentence. *See* Sentence chart.

Indicative mood. *See* Mood of verb.

Indirect object. *See* Complement.

Infinitive A verb form that begins with the word **to** and functions as a noun, an adjective, or an adverb. (**No one wanted to answer.**) Note: When **to** precedes a verb, it is not a preposition but instead signals an infinitive.

Infinitive phrase. *See* Phrase.

Intensive pronoun. *See* Pronoun.

Interjection A word or phrase that expresses emotion or exclamation. An interjection has no grammatical connection to other words. Commas follow mild ones; exclamation points follow stronger ones. (**Well, have a good day. Wow!**)

Interrogative pronoun. *See* Pronoun.

Intransitive verb. *See* Verb.

Inverted order In a sentence written in inverted order, the predicate comes before the subject. Some sentences are written in inverted order for variety or special emphasis. (**Up the beanstalk scampered Jack.**) The subject also generally follows the predicate in a sentence that begins with **here** or **there**. (**Here was the solution to his problem.**) Questions, or interrogative sentences, are generally written in inverted order. In many questions, an auxiliary verb precedes the subject, and the main verb follows it. (**Has anyone seen Susan?**) Questions that begin with **who** or **what** follow normal word order.

Irregular verb. *See* Verb tense.

L

Linking verb. *See* Verb.

M

Main clause. *See* Clause.

Mood of verb A verb expresses one of three moods: indicative, imperative, or subjunctive.

The **indicative mood** is the most common. It makes a statement or asks a question. (**We are out of bread. Will you buy it?**)

The **imperative mood** expresses a command or makes a request. (**Stop acting like a child! Please return my sweater.**)

The **subjunctive mood** is used to express, indirectly, a demand, suggestion, or statement of necessity (**I demand that he stop acting like a child. It's necessary that she buy more bread.**) The subjunctive is also used to state a condition or wish that is contrary to fact. This use of the subjunctive requires the past tense. (**If you were a nice person, you would return my sweater.**)

N

Nominative pronoun. *See* Pronoun.

Noun A word that names a person, a place, a

thing, or an idea. The chart on this page shows the main types of nouns.

Noun clause. *See* Clause chart.

Noun of direct address. *See* Noun chart.

Number A noun, pronoun, or verb is singular in number if it refers to one; plural if it refers to more than one.

O

Object. *See* Complement.

P

Participle A verb form that can function as an adjective. Present participles always end in -ing. (**The woman comforted the crying child.**) Many past participles end in -ed. (**We bought the beautifully painted chair.**) However, irregular verbs form their past participles in some other way. (**Cato was Caesar's sworn enemy.**)

Passive voice. *See* Voice.

Past tense. *See* Verb tense.

Perfect tense. *See* Verb tense.

Personal pronoun. *See* Pronoun, Pronoun chart.

Types of Nouns		
Noun	Function	Example
Abstract noun	Names an idea, a quality, or a state	independence, energy
Collective noun	Names a group of things or persons	herd, troop, crowd, class
Common noun	Names a general type of person, place, thing, or idea	musician, city, building
Compound noun	Is made up of two or more words	checkerboard, parking lot, mother-in-law
Noun of direct address	Identifies the person or persons being spoken to	Maria, please stand.
Possessive noun	Shows possession, ownership, or the relationship between two nouns	my friend's room, my friend's brother
Proper noun	Names a particular person, place, thing, or idea	Cleopatra, Italy, Christianity

Phrase A group of words that acts in a sentence as a single part of speech.

An **absolute phrase** consists of a noun or pronoun that is modified by a participle or participial phrase but has no grammatical relation to the complete subject or predicate. **(The vegetables being done, we finally sat down to eat dinner.)**

An **appositive phrase** is an appositive along with any modifiers. If not essential to the meaning of the sentence, an appositive phrase is set off by commas. **(Jack plans to go to the jazz concert, an important musical event.)**

A **gerund phrase** includes a gerund plus its complements and modifiers. **(Playing the flute is her hobby.)**

An **infinitive phrase** contains the infinitive plus its complements and modifiers. **(It is time to leave for school.)**

A **participial phrase** contains a participle and any modifiers necessary to complete its meaning. **(The woman sitting over there is my grandmother.)**

A **prepositional phrase** consists of a preposition, its object, and any modifiers of the object. A prepositional phrase can function as an adjective, modifying a noun or a pronoun. **(The dog in the yard is very gentle.)** A prepositional phrase may also function as an adverb when it modifies a verb, an adverb, or an adjective. **(The baby slept on my lap.)**

A **verb phrase** consists of one or more auxiliary verbs followed by a main verb. **(The job will have been completed by noon tomorrow.)**

Positive degree. See Adjective.

Possessive noun. See Noun chart.

Predicate The verb or verb phrase and any objects, complements, or modifiers that express the essential thought about the subject of a sentence.

A **simple predicate** is a verb or verb phrase that tells something about the subject. **(We ran.)**

A **complete predicate** includes the simple predicate and any words that modify or complete it. **(We solved the problem in a short time.)**

A **compound predicate** has two or more verbs or verb phrases that are joined by a conjunction and share the same subject. **(We ran to the park and began to play baseball.)**

Predicate adjective. See Adjective; Complement.

Predicate nominative. See Complement.

Preposition A word that shows the relationship of a noun or pronoun to some other word in the sentence. Prepositions include about, above, across, among, as, behind, below, beyond, but, by, down, during, except, for, from, into, like, near, of, on, outside, over, since, through, to, under, until, with. **(I usually eat breakfast before school.)**

A **compound preposition** is made up of more than one word. **(according to, ahead of, as to, because of, by means of, in addition to, in spite of, on account of)** **(We played the game in spite of the snow.)**

Prepositional phrase. See Phrase.

Present tense. See Verb tense.

Progressive form. See Verb tense.

Pronoun A word that takes the place of a noun, a group of words acting as a noun, or another pronoun. The word or group of words that a pronoun refers to is called its antecedent. **(In the following sentence, Mari is the antecedent of she. Mari likes Mexican food, but she doesn't like Italian food.)**

A **demonstrative pronoun** points out specific persons, places, things, or ideas. **(this, that, these, those)**

An **indefinite pronoun** refers to persons, places, or things in a more general way than a noun does. **(all, another, any, both, each, either, enough, everything, few, many, most, much, neither, nobody, none, one, other, others, plenty, several, some)**

An **intensive pronoun** adds emphasis to another noun or pronoun. If an intensive pronoun is omitted, the meaning of the sentence will be the same. (**Rebecca herself decided to look for a part-time job.**)

An **interrogative pronoun** is used to form questions. (**who? whom? whose? what? which?**)

A **personal pronoun** refers to a specific person or thing. Personal pronouns have three cases: nominative, possessive, and objective. The case depends upon the function of the pronoun in a sentence. The first chart on this page shows the case forms of personal pronouns.

A **reflexive pronoun** reflects back to a noun or pronoun used earlier in the sentence, indicating that the same person or thing is involved. (**We told ourselves to be patient.**)

A **relative pronoun** is used to begin a subordinate clause. (**who, whose, that, what, whom, whoever, whomever, whichever, whatever**)

Proper adjective. See Adjective.

Proper noun. See Noun chart.

R

Reflexive pronoun. See Pronoun.

Relative pronoun. See Pronoun.

S

Sentence A group of words expressing a complete thought. Every sentence has a subject and a predicate. Sentences can be classified by function or by structure. The second chart on this page shows the categories by function; the following subentries describe the categories by structure. See also Subject; Predicate; Clause.

Personal Pronouns

Case	Singular Pronouns	Plural Pronouns	Function in Sentence
Nominative	I, you, she, he, it	we, you, they	subject or predicate nominative
Objective	me, you, her, him, it	us, you, them	direct object, indirect object, or object of a preposition
Possessive	my, mine, your, yours, her, hers, his, its	our, ours, your, yours, their, theirs	replacement for the possessive form of a noun

Types of Sentences

Sentence Type	Function	Ends with . . .	Examples
Declarative sentence	Makes a statement	A period	I did not enjoy the movie.
Exclamatory sentence	Expresses strong emotion	An exclamation point	The books are already finished!
Imperative sentence	Expresses a request or a demand	A period or an exclamation point	Please come to the party. Stop!
Interrogative sentence	Asks a question	A question mark	Is the composition due today?

A **simple sentence** has only one main clause and no subordinate clauses. (**Alan found an old violin.**) A simple sentence may contain a compound subject or a compound predicate or both. (**Alan and Teri found an old violin. Alan found an old violin and tried to play it. Alan and Teri found an old violin and tried to play it.**) The subject and the predicate can be expanded with adjectives, adverbs, prepositional phrases, appositives, and verbal phrases. As long as the sentence has only one main clause, however, it remains a simple sentence. (**Alan, rummaging in the attic, found an old violin.**)

A **compound sentence** has two or more main clauses. Each main clause has its own subject and predicate, and these main clauses are usually joined by a comma and a coordinating conjunction. (**Cats meow, and dogs bark, but ducks quack.**) Semicolons may also be used to join the main clauses in a compound sentence. (**The helicopter landed; the pilot had saved four passengers.**)

A **complex sentence** has one main clause and one or more subordinate clauses. (**Since the movie starts at eight, we should leave here by seven-thirty.**)

A **compound-complex** sentence has two or more main clauses and at least one subordinate clause. (**If we leave any later, we may miss the previews, and I want to see them.**)

Simple predicate. *See* Predicate.

Simple subject. *See* Subject.

Subject The part of a sentence that tells what the sentence is about.

A **simple subject** is the main noun or pronoun in the subject. (**Babies crawl.**)

A **complete subject** includes the simple subject and any words that modify it. (The man from New Jersey won the race.) In some sentences, the simple subject and the complete subject are the same. (**Birds fly.**)

A **compound subject** has two or more simple subjects joined by a conjunction. The subjects share the same verb. (**Firefighters and police officers protect the community.**)

Subjunctive mood. *See* Mood of verb.

Subordinate clause. *See* Clause.

Subordinating conjunction. *See* Conjunction.

Superlative degree. *See* Adjective; Adverb.

T

Tense. *See* Verb tense.

Transitive verb. *See* Verb.

V

Verb A word that expresses action or a state of being. (**cooks, seem, laughed**)

An **action verb** tells what someone or something does. Action verbs can express either physical or mental action. (**Crystal decided to change the tire herself.**)

A **transitive verb** is an action verb that is followed by a word or words that answer the question What? or Whom? (**I held the baby.**)

An **intransitive verb** is an action verb that is not followed by a word that answers the question What? or Whom? (**The baby laughed.**)

A **linking verb** expresses a state of being by linking the subject of a sentence with a word or an expression that identifies or describes the subject. (**The lemonade tastes sweet. He is our new principal.**) The most commonly used linking verb is be in all its forms (**am, is, are, was, were, will be, been, being**). Other linking verbs include appear, become, feel, grow, look, remain, seem, sound, smell, stay, taste.

An **auxiliary verb**, or helping verb, is a verb that accompanies the main verb to form a verb phrase. (**I have been swimming.**) The forms of be and have are the most common auxiliary verbs: (**am, is, are, was, were, being, been; has, have, had, having**). Other auxiliaries include can, could, do, does, did, may, might, must, shall, should, will, would.

Verbal A verb form that functions in a sentence as a noun, an adjective, or an adverb. The three kinds of verbals are gerunds, infinitives, and participles. See Gerund; Infinitive; Participle.

Verb tense The tense of a verb indicates when the action or state of being occurs. All the verb tenses are formed from the four principal parts of a verb: a base form (**talk**), a present participle (**talking**), a simple past form (**talked**), and a past participle (**talked**). A regular verb forms its simple past and past participle by adding -ed to the base form. (**climb, climbed**) An irregular verb forms its past and past participle in some other way. (**get, got, gotten**)

In addition to present, past, and future tenses, there are three perfect tenses.

The **present perfect tense** expresses an action or condition that occurred at some indefinite time in the past. This tense also shows an action or condition that began in the past and continues into the present. (**She has played the piano for four years.**)

The **past perfect tense** indicates that one past action or condition began and ended before another past action started. (**Andy had finished his homework before I even began mine.**)

The **future perfect tense** indicates that one future action or condition will begin and end before another future event starts. Use will have or shall have with the past participle of a verb. (**By tomorrow, I will have finished my homework, too.**)

The **progressive form** of a verb expresses a continuing action with any of the six tenses. To make the progressive forms, use the appropriate tense of the verb be with the present participle of the main verb. (**She is swimming. She has been swimming.**)

The **emphatic form** adds special force, or emphasis, to the present and past tense of a verb. For the emphatic form, use do, does, or did with the base form. (**Toshi did want that camera.**)

Voice The voice of a verb shows whether the subject performs the action or receives the action of the verb.

A verb is in the **active voice** if the subject of the sentence performs the action. (**The referee blew the whistle.**)

A verb is in the **passive voice** if the subject of the sentence receives the action of the verb. (**The whistle was blown by the referee.**)

Troubleshooter

Use the Troubleshooter to recognize and correct common writing errors.

Sentence Fragment

A sentence fragment does not express a complete thought. It may lack a subject or verb or both.

Problem: Fragment that lacks a subject

The lion paced the floor of the cage. Looked hungry. frag

Solution: Add a subject to the fragment to make a complete sentence.

The lion paced the floor of the cage. He looked hungry.

Problem: Fragment that lacks a predicate

I'm painting my room. The walls yellow. frag

Solution: Add a predicate to make the sentence complete.

I'm painting my room. The walls are going to be yellow.

Problem: Fragment that lacks both a subject and a predicate

We walked around the reservoir. Near the parkway. frag

Solution: Combine the fragment with another sentence.

We walked around the reservoir near the parkway.

Tip: When subject and verb are separated by a prepositional phrase, check for agreement by reading the sentence without the prepositional phrase.

Run-on Sentence

A run-on sentence is two or more sentences written incorrectly as one sentence.

Problem: Two main clauses separated only by a comma

Roller coasters make me dizzy, I don't enjoy them. run-on

Solution A: Replace the comma with a period or other end mark. Start the second sentence with a capital letter.

Roller coasters make me dizzy. I don't enjoy them.

Solution B: Replace the comma with a semicolon.
Roller coasters make me dizzy; I don't enjoy them.

Problem: Two main clauses with no punctuation between them

Acid rain is a worldwide problem there are no solutions in sight. run-on

Solution A: Separate the main clauses with a period or other end mark. Begin the second sentence with a capital letter.

Acid rain is a worldwide problem. There are no solutions in sight.

Solution B: Add a comma and a coordinating conjunction between the main clauses.

Acid rain is a worldwide problem, but there are no solutions in sight.

Problem: Two main clauses with no comma before the coordinating conjunction

Our chorus has been practicing all month but we still need another rehearsal. run-on

Solution: Add a comma before the coordinating conjunction.

Our chorus has been practicing all month, but we still need another rehearsal.

Lack of Subject-Verb Agreement

A singular subject calls for a singular form of the verb. A plural subject calls for a plural form of the verb.

Problem: A subject that is separated from the verb by an intervening prepositional phrase

The two policemen at the construction site looks bored. agr

The members of my baby-sitting club is saving money. agr

Solution: Make sure that the verb agrees with the subject of the sentence, not with the object of the preposition. The object of a preposition is never the subject.


The two policemen at the construction site look bored.


The members of my baby-sitting club are saving money.

Tip: When subject and verb are separated by a prepositional phrase, check for agreement by reading the sentence without the prepositional phrase.

Problem: A sentence that begins with **here** or **there**

Here come the last bus to Pelham Heights. agr

There is my aunt and uncle. agr

Solution: In sentences that begin with *here* or *there*, look for the subject after the verb. Make sure that the verb agrees with the subject.

Here comes the last bus to Pelham Heights.

There are my aunt and uncle.

Problem: An indefinite pronoun as the subject

Each of the candidates are qualified. agr

All of the problems on the test was hard. agr

Solution: Some indefinite pronouns are singular; some are plural; and some can be either singular or plural, depending on the noun they refer to. Determine whether the indefinite pronoun is singular or plural, and make sure the verb agrees with it.

Each of the candidates is qualified.

All of the problems on the test were hard.

Problem: A compound subject that is joined by **and**

Fishing tackle and a life jacket was stowed in the boat. agr

Peanut butter and jelly are delicious. agr

Solution A: If the compound subjects refer to different people or things, use a plural verb.

Fishing tackle and a life jacket were stowed in the boat.

Solution B: If the parts of a compound subject name one unit or if they refer to the same person or thing, use a singular verb.

Peanut butter and jelly is delicious.

Problem: A compound subject that is joined by **or** or **nor**

Either my aunt or my parents plans to attend parents' night. agr

Neither onions nor pepper improve the taste of this meatloaf. agr

Solution: Make the verb agree with the subject that is closer to it.

Either my aunt or my parents plan to attend parents' night.

Neither onions nor pepper improves the taste of this meatloaf.

Incorrect Verb Tense or Form

Verbs have different tenses to show when the action takes place.

Problem: An incorrect or missing verb ending

The Parks Department install a new water fountain last week. tense

They have also plant flowers in all the flower beds. tense

Solution: To form the past tense and the past participle, add -ed to a regular verb.

The Parks Department installed a new water fountain last week.

They have also planted flowers in all the flower beds.

Problem: An improperly formed irregular verb

Wendell has standed in line for two hours. tense

I caught the fly ball and throwed it to first base. tense

Solution: Irregular verbs vary in their past and past participle forms. Look up the ones you are not sure of.

Wendell has stood in line for two hours.

I caught the fly ball and threw it to first base.

Problem: Confusion between the past form and the past participle

The cast for The Music Man has began rehearsals. tense

Solution: Use the past participle form of an irregular verb, not its past form, when you use the auxiliary verb *have*.

The cast for The Music Man has begun rehearsals.

Problem: Improper use of the past participle

Our seventh grade drawn a mural for the wall of the cafeteria. tense

Solution: Add the auxiliary verb have to the past participle of an irregular verb to form a complete verb.

Our seventh grade has drawn a mural for the wall of the cafeteria.

Tip: Because irregular verbs vary, it is useful to memorize the verbs that you use most often.

Incorrect Use of Pronouns

The noun that a pronoun refers to is called its antecedent. A pronoun must refer to its **antecedent** clearly. Subject pronouns refer to subjects in a sentence. Object pronouns refer to objects in a sentence.

Problem: A pronoun that could refer to more than one antecedent

Gary and Mike are coming, but he doesn't know the other kids. ant

Solution: Substitute a noun for the pronoun to make your sentence clearer.

Gary and Mike are coming, but Gary doesn't know the other kids.

Problem: Personal pronouns as subjects

Him and John were freezing after skating for three hours. pro

Lori and me decided not to audition for the musical. pro

Solution: Use a subject pronoun as the subject part of a sentence.

He and John were freezing after skating for three hours.

Lori and I decided not to audition for the musical.

Problem: Personal pronouns as objects

Ms. Wang asked Reggie and I to enter the science fair. pro

Ms. Wang helped he and I with the project. pro

Solution: Use an object pronoun as the object of a verb or a preposition.

Ms. Wang asked Reggie and me to enter the science fair.

Ms. Wang helped him and me with the project.

Incorrect Use of Adjectives

Some adjectives have irregular forms: comparative forms for comparing two things and superlative forms for comparing more than two things.

Problem: Incorrect use of good, better, best

Their team is more good at softball than ours. adj

They have more better equipment too. adj

Solution: The comparative and superlative forms of good are better and best. Do not use more or most before irregular forms of comparative and superlative adjectives.

Their team is better at softball than ours.

They have better equipment too.

Problem: Incorrect use of bad, worse, worst

The flooding on East Street was the baddest I've seen. adj

Mike's basement was in badder shape than his garage. adj

Solution: The comparative and superlative forms of bad are worse and worst. Do not use more or most or the endings -er or -est with bad.

The flooding on East Street was the worst I've seen.

Mike's basement was in worse shape than his garage.

Problem: Incorrect use of comparative and superlative adjectives

The Appalachian Mountains are more older than the Rockies. adj

Mount Washington is the most highest of the Appalachians. *adj*

Solution: Do not use both -er and more or -est and most at the same time.

The Appalachian Mountains are older than the Rockies.

Mount Washington is the highest of the Appalachians.

Incorrect Use of Commas

Commas signal a pause between parts of a sentence and help to clarify meaning.

Problem: Missing commas in a series of three or more items

Sergio put mustard catsup and bean sprouts on his hot dog. *com*

Solution: If there are three or more items in a series, use a comma after each one, including the item preceding the conjunction.

Sergio put mustard, catsup, and bean sprouts on his hot dog.

Problem: Missing commas with direct quotations

"A little cold water" the swim coach said "won't hurt you." *com*

Solution: The first part of an interrupted quotation ends with a comma followed by quotation marks. The interrupting words are also followed by a comma.

"A little cold water," the swim coach said, "won't hurt you."

Problem: Missing commas with nonessential appositives

My sneakers a new pair are covered with mud. *com*

Solution: Determine whether the appositive is important to the meaning of the sentence. If it is not essential, set off the appositive with commas.

My sneakers, a new pair, are covered with mud.

Incorrect Use of Apostrophes

An apostrophe shows possession. It can also indicate missing letters in a contraction.

Problem: Singular possessive nouns

A parrots toes are used for gripping. *poss*

The bus color was bright yellow. *poss*

Solution: Use an apostrophe and an s to form the possessive of a singular noun, even one that ends in s.

A parrot's toes are used for gripping.

The bus's color was bright yellow.

Problem: Plural possessive nouns ending in -s

The visitors center closes at five o'clock. *poss*

The guide put several tourists luggage in one compartment. *poss*

Solution: Use an apostrophe alone to form the possessive of a plural noun that ends in s.

The visitors' center closes at five o'clock.

The guide put several tourists' luggage in one compartment.

Problem: Plural possessive nouns not ending in -s

The peoples applause gave courage to the young gymnast. *poss*

Solution: Use an apostrophe and an s to form the possessive of a plural noun that does not end in s.

The people's applause gave courage to the young gymnast.

Problem: Possessive personal pronouns

Jenny found the locker that was her's; she waited while her friends found their's. *poss*

Solution: Do not use apostrophes with possessive personal pronouns.

Jenny found the locker that was hers; she waited while her friends found theirs.

Incorrect Capitalization

Proper nouns, proper adjectives, and the first words of sentences always begin with a capital letter.

Problem: Words referring to ethnic groups, nationalities, and languages

Many canadians in the province of quebec speak french. cap

Solution: Capitalize proper nouns and adjectives that refer to ethnic groups, nationalities, and languages.

Many Canadians in the province of Quebec speak French.

Problem: Words that refer to a family member

Yesterday aunt Doreen asked me to baby-sit. cap

Don't forget to give dad a call. cap

Solution: Capitalize words that are used as part of or in place of a family member's name.

Yesterday Aunt Doreen asked me to baby-sit.

Don't forget to give Dad a call.

Tip: Do not capitalize a word that identifies a family member when it is preceded by a possessive adjective: My father bought a new car.

Problem: The first word of a direct quotation

The judge declared, "the court is now in session." cap

Solution: Capitalize the first word in a direct quotation.

The judge declared, "The court is now in session."

Tip: If you have difficulty with a rule of usage, try rewriting the rule in your own words. Check with your teacher to be sure you understand the rule.

Troublesome Words

This section will help you choose between words and expressions that are often confusing or misused.

accept, except

Accept means "to receive." *Except* means "other than."

Phillip walked proudly to the stage to accept the award.

Everything fits in my suitcase except my sleeping bag.

affect, effect

Affect is a verb meaning "to cause a change in" or "to influence." *Effect* as a verb means "to bring about or accomplish." As a noun, *effect* means "result."

Bad weather will affect our plans for the weekend.

The new medicine effected an improvement in the patient's condition.

The gloomy weather had a bad effect on my mood.

ain't

Ain't is never used in formal speaking or writing unless you are quoting the exact words of a character or a real person. Instead of using *ain't*, say or write *am not*, *is not*, *are not*; or use contractions such as *I'm not*, *she isn't*.

The pizza is not going to arrive for another half hour.

The pizza isn't going to arrive for another half hour.

a lot

The expression *a lot* means “much” or “many” and should always be written as two words. Some authorities discourage its use in formal writing.

A lot of my friends are learning Spanish.

Many of my friends are learning Spanish.

all ready, already

All ready, written as two words, is a phrase that means “completely ready.” *Already*, written as one word, is an adverb that means “before” or “by this time.”

By the time the fireworks display was all ready, we had already arrived.

all right, alright

The expression *all right* should be written as two words. Some dictionaries do list the single word *alright* but usually not as a preferred spelling.

Tom hurt his ankle, but he will be all right.

all together, altogether

All together means “in a group.” *Altogether* means “completely.”

The Minutemen stood all together at the end of Lexington Green.

The rebel farmers were not altogether sure that they could fight the British soldiers.

among, between

Use *among* for three or more people, things, or groups. Use *between* for two people, things, or groups.

Mr. Kendall divided the jobs for the car wash among the team members.

Our soccer field lies between the gym and Main Street.

amount, number

Use *amount* with nouns that cannot be counted.

Use *number* with nouns that can be counted.

This recipe calls for an unusual amount of pepper.

A record number of students attended last Saturday's book fair.

bad, badly

Bad is an adjective; it modifies a noun.

Badly is an adverb; it modifies a verb, an adjective, or another adverb.

The badly burnt cookies left a bad smell in the kitchen.

Joseph badly wants to be on the track team.

beside, besides

Beside means “next to.” *Besides* means “in addition to.”

The zebra is grazing beside a wildebeest.

Besides the zoo, I like to visit the aquarium.

bring, take

Bring means “to carry from a distant place to a closer one.” *Take* means “to carry from a nearby place to a more distant one.”

Please bring a bag lunch and subway money to school tomorrow.

Don't forget to take your art projects home this afternoon.

can, may

Can implies the ability to do something. *May* implies permission to do something.

You may take a later bus home if you can remember which bus to get on.

Tip: Although *can* is sometimes used in place of *may* in informal speech, a distinction should be made when speaking and writing formally.

choose, chose

Choose means “to select.” *Chose*, the past tense of *choose*, means “selected.”

Dad helped me choose a birthday card for my grandmother.

Dad chose a card with a funny joke inside.

doesn't, don't

The subject of the contraction *doesn't* (*does not*) is the third-person singular (*he* or *she*). The subject of the contraction *don't* (*do not*) is *I*, *you*, *we*, or *they*.

Tanya doesn't have any tickets for the concert.

We don't need tickets if we stand in the back row.

farther, further

Farther refers to physical distance. *Further* refers to time or degree.

Our new apartment is farther away from the school.

I will not continue this argument further.

fewer, less

Fewer is used to refer to things or qualities that can be counted. *Less* is used to refer to things or qualities that cannot be counted. In addition, *less* is used with figures that are regarded as single amounts.

Fewer people were waiting in line after lunch.

There is less fat in this kind of peanut butter.

Try to spend less than ten dollars on a present.

[The money is treated as a single sum, not as individual dollars.]

good, well

Good is often used as an adjective meaning “pleasing” or “able.” *Well* may be used as an adverb of manner telling how ably something is done or as an adjective meaning “in good health.”

That is a good haircut.

Marco writes well.

Because Ms. Rodriguez had a headache, she was not well enough to correct our tests.

in, into

In means “inside.” *Into* indicates a movement from outside toward the inside.

Refreshments will be sold in the lobby of the auditorium.

The doors opened, and the eager crowd rushed into the auditorium.

it's, its

Use an apostrophe to form the contraction of *it is*. The possessive of the personal pronoun *it* does not take an apostrophe.

It's hard to keep up with computer technology.

The computer industry seems to change its products daily.

lay, lie

Lay means “to place.” *Lie* means “to recline.”

I will lay my beach towel here on the warm sand.

Help! I don't want to lie next to a hill of red ants!

learn, teach

Learn means “to gain knowledge.” *Teach* means “to give knowledge.”

I don't learn very quickly.

My uncle is teaching me how to juggle.

leave, let

Leave means “to go away.” *Let* means “to allow.” With the word *alone*, you may use either *let* or *leave*.

Huang has to leave at eight o'clock.

Mr. Davio lets the band practice in his basement.

Leave me alone. Let me alone.

like, as

Use *like*, a preposition, to introduce a phrase of comparison. Use *as*, a subordinating conjunction, to introduce a subordinate clause. Many authorities believe that *like* should not be used before a clause in formal English.

Andy sometimes acts like a clown.

The detective looked carefully at the empty suitcase as she examined the room.

Tip: *As* can be a preposition in cases like the following: *Jack went to the costume party as a giant pumpkin.*

loose, lose

Loose means “not firmly attached.” *Lose* means “to misplace” or “to fail to win.”

If you keep wiggling that loose tooth, you might lose it.

raise, rise

Raise means to “cause to move up.” *Rise* means “to move upward.”

Farmers in this part of Florida raise sugarcane.

The hot air balloon began to rise slowly in the morning sky.

set, sit

Set means “to place” or “to put.” *Sit* means “to place oneself in a seated position.”

I set the tips of my running shoes against the starting line.

After running the fifty-yard dash, I had to sit down and catch my breath.

than, then

Than introduces the second part of a comparison. *Then* means “at that time” or “after that.”

I’d rather go to Disney World in the winter than in the summer.

The park is too crowded and hot then.

their, they’re

Their is the possessive form of *they*. *They’re* is the contraction of *they are*.

They’re visiting Plymouth Plantation during their vacation.

to, too, two

To means “in the direction of.” *Too* means “also” or “to an excessive degree.” *Two* is the number after one.

I bought two tickets to the concert.

The music was too loud.

It’s my favorite group too.

who, whom

Who is a subject pronoun. *Whom* is an object pronoun.

Who has finished the test already?

Mr. Russo is the man to whom we owe our thanks.

who’s, whose

Who’s is the contraction of *who is*. *Whose* is the possessive form of *who*.

Who’s going to wake me up in the morning?

The policeman discovered whose car alarm was making so much noise.

Mechanics

This section will help you use correct capitalization, punctuation, and abbreviations in your writing.

Capitalization

Capitalizing Sentences, Quotations, and Salutations

Rule: A capital letter appears at the beginning of a sentence.

Example: *Another gust of wind shook the house.*

Rule: A capital letter marks the beginning of a direct quotation that is a complete sentence.

Example: *Sabrina said, "The lights might go out."*

Rule: When a quoted sentence is interrupted by explanatory words, such as *she said*, do not begin the second part of the sentence with a capital letter.

Example: *"There's a rainbow," exclaimed Jeffrey, "over the whole beach."*

Rule: When the second part of a quotation is a new sentence, put a period after the explanatory words; begin the new part with a capital letter.

Example: *"Please come inside," Justin said. "Wipe your feet."*

Rule: Do not capitalize an indirect quotation.

Example: *Jo said that the storm was getting worse.*

Rule: Capitalize the first word in the salutation and closing of a letter. Capitalize the title and name of the person addressed.

Example: *Dear Dr. Menino*

Dear Editor

Sincerely

Capitalizing Names and Titles of People

Rule: Capitalize the names of people and the initials that stand for their names.

Example: *Malcolm X; J. F. K.; Robert E. Lee; Queen Elizabeth I*

Rule: Capitalize a title or an abbreviation of a title when it comes before a person's name or when it is used in direct address.

Example: *Dr. Salinas, "Your patient, Doctor, is waiting."*

Rule: Do not capitalize a title that follows or is a substitute for a person's name.

Example: *Marcia Salinas is a good doctor. He asked to speak to the doctor.*

Rule: Capitalize the names and abbreviations of academic degrees that follow a person's name. Capitalize Jr. and Sr.

Example: *Marcia Salinas, M.D.; Raoul Tobias, Attorney; Donald Bruns Sr.; Ann Lee, Ph.D.*

Rule: Capitalize words that show family relationships when used as titles or as substitutes for a person's name.

Example: *We saw Uncle Carlos.*

She read a book about Mother Teresa.

Rule: Do not capitalize words that show family relationships when they follow a possessive noun or pronoun.

Example: *Your brother will give us a ride.*

I forgot my mother's phone number.

Rule: Always capitalize the pronoun I.

Example: *After I clean my room, I'm going swimming.*

Capitalizing Names of Places

Tip: Do not capitalize articles and prepositions in proper nouns: *the Rock of Gibraltar, the Statue of Liberty*.

Rule: Capitalize the names of cities, counties, states, countries, and continents.

Example: *St. Louis, Missouri; Marin County; Australia; South America*

Rule: Capitalize the names of bodies of water and other geographical features.

Example: *the Great Lakes; Cape Cod; the Dust Bowl*

Rule: Capitalize the names of sections of a country and regions of the world.

Example: *East Asia; New England; the Pacific Rim; the Midwest*

Rule: Capitalize compass points when they refer to a specific section of a country.

Example: *the Northwest; the South*

Rule: Do not capitalize compass points when they indicate direction.

Example: *Canada is north of the United States.*

Rule: Do not capitalize adjectives indicating direction.

Example: *western Utah*

Rule: Capitalize the names of streets and highways.

Example: *Dorchester Avenue; Route 22*

Rule: Capitalize the names of buildings, bridges, monuments, and other structures.

Example: *World Trade Center; Chesapeake Bay Bridge*

Capitalizing Other Proper Nouns and Adjectives

Rule: Capitalize the names of clubs, organizations, businesses, institutions, and political parties.

Example: *Houston Oilers; the Food and Drug Administration; Boys and Girls Club*

Rule: Capitalize brand names but not the nouns following them.

Example: *Zippo brand energy bar*

Rule: Capitalize the names of days of the week, months, and holidays.

Example: *Saturday; June; Thanksgiving Day*

Rule: Do not capitalize the names of seasons.

Example: *winter; spring; summer; fall*

Rule: Capitalize the first word, the last word, and all important words in the title of a book, play, short story, poem, essay, article, film, television series, song, magazine, newspaper, and chapter of a book.

Example: *Not Without Laughter; World Book Encyclopedia; "Jingle Bells"; Star Wars; Chapter 12*

Rule: Capitalize the names of ethnic groups, nationalities, and languages.

Example: *Latino; Japanese; European; Spanish*

Rule: Capitalize proper adjectives that are formed from the names of ethnic groups and nationalities.

Example: *Shetland pony; Jewish holiday; Punctuation*

Using the Period and Other End Marks

Rule: Use a period at the end of a declarative sentence.

My great-grandfather fought in the Mexican Revolution.

Rule: Use a period at the end of an imperative sentence that does not express strong feeling.

Please set the table.

Rule: Use a question mark at the end of an interrogative sentence.

How did your sneakers get so muddy?

Rule: Use an exclamation point at the end of an exclamatory sentence or a strong imperative.

**How exciting the play was!
Watch out!**

Using Commas

Rule: Use commas to separate three or more items in a series.

The canary eats bird seed, fruit, and suet.

Rule: Use commas to show a pause after an introductory word and to set off names used in direct address.

Yes, I offered to take care of her canary this weekend.

Please, Stella, can I borrow your nail polish?

Rule: Use a comma after two or more introductory prepositional phrases or when the comma is needed to make the meaning clear. A comma is not needed after a single short prepositional phrase, but it is acceptable to use one.

From the back of the balcony, we had a lousy view of the stage.

After the movie we walked home. (no comma needed)

Rule: Use a comma after an introductory participle and an introductory participial phrase.

Whistling and moaning, the wind shook the little house.

Rule: Use commas to set off words that interrupt the flow of thought in a sentence.

Tomorrow, I think, our projects are due.

Rule: Use a comma after conjunctive adverbs such as *however*, *moreover*, *furthermore*, *nevertheless*, and *therefore*.

The skating rink is crowded on Saturday; however, it's the only time I can go.

Rule: Use commas to set off an appositive if it is not essential to the meaning of a sentence.

Ben Wagner, a resident of Pittsfield, won the first round in the golf tournament.

Rule: Use a comma before a conjunction (*and*, *or*, *but*, *nor*, *so*, *yet*) that joins main clauses.

We can buy our tickets now, or we can take a chance on buying them just before the show.

Rule: Use a comma after an introductory adverb clause.

Because I stayed up so late, I'm sleepy this morning.

Rule: In most cases, do not use a comma with an adverb clause that comes at the end of a sentence.

The picnic will be canceled unless the weather clears.

Rule: Use a comma or a pair of commas to set off an adjective clause that is not essential to the meaning of a sentence.

Tracy, who just moved here from Florida, has never seen snow before.

Rule: Do not use a comma or pair of commas to set off an essential clause from the rest of the sentence.

Anyone who signs up this month will get a discount.

Rule: Use commas before and after the year when it is used with both the month and the day. If only the month and the year are given, do not use a comma.

On January 2, 1985, my parents moved to Dallas, Texas.

I was born in May 1985.

Rule: Use commas before and after the name of a state or a country when it is used with the name of a city. Do not use a comma after the state if it is used with a ZIP code.

The area code for Concord, New Hampshire, is 603.

Please forward my mail to 6 Madison Lane, Topsham, ME 04086

Rule: Use commas or a pair of commas to set off an abbreviated title or degree following a person's name.

The infirmarium was founded by Elizabeth Blackwell, M.D., the first woman in the United States to earn a medical degree.

Rule: Use a comma or commas to set off *too* when *too* means “also.”

We, too, bought groceries, from the new online supermarket.

Rule: Use a comma or commas to set off a direct quotation.

“My nose,” exclaimed Pinocchio, “is growing longer!”

Rule: Use a comma after the salutation of a friendly letter and after the closing of both a friendly letter and a business letter.

**Dear Gary,
Sincerely,
Best regards,**

Rule: Use a comma when necessary to prevent misreading of a sentence.

In math, solutions always elude me.

Using Semicolons and Colons

Rule: Use a semicolon to join the parts of a compound sentence when a coordinating conjunction, such as *and*, *or*, *nor*, or *but*, is not used.

Don’t be late for the dress rehearsal; it begins at 7 o’clock sharp.

Rule: Use a semicolon to join parts of a compound sentence when the main clauses are long and are subdivided by commas. Use a semicolon even if these clauses are already joined by a coordinating conjunction.

In the gray light of early morning, on a remote airstrip in the desert, two pilots prepared to fly on a dangerous mission; but accompanying them were a television camera crew, three newspaper reporters, and a congressman from their home state of Nebraska.

Rule: Use a semicolon to separate main clauses joined by a conjunctive adverb. Be sure to use a comma after the conjunctive adverb.

We’ve been climbing all morning; therefore, we need a rest.

Rule: Use a colon to introduce a list of items that ends a sentence. Use words such as *these*, *the following*, or *as follows* to signal that a list is coming.

Remember to bring the following items: a backpack, a bag lunch, sunscreen, and insect repellent.

Rule: Do not use a colon to introduce a list preceded by a verb or preposition.

Remember to bring a backpack, a bag lunch, sunscreen, and insect repellent. (No colon is used after bring.)

Rule: Use a colon to separate the hour and the minutes when you write the time of day.

My Spanish class starts at 9:15.

Rule: Use a colon after the salutation of a business letter.

**Dear Dr. Coulombe:
Director of the Personnel Dept.:**

Using Quotation Marks and Italics

Rule: Use quotation marks before and after a direct quotation.

“Curiouser and curiouser,” said Alice.

Rule: Use quotation marks with both parts of a divided quotation.

“This gymnastics trick,” explained Amanda, “took me three months to learn.”

Rule: Use a comma or commas to separate a phrase such as *she said* from the quotation itself. Place the comma that precedes the phrase inside the closing quotation marks.

“I will be late,” said the cable technician, “for my appointment.”

Rule: Place a period that ends a quotation inside the closing quotation marks.

Scott said, “Thanks for letting me borrow your camping tent.”

Rule: Place a question mark or an exclamation point inside the quotation marks when it is part of the quotation.

“Why is the door of your snake’s cage open?” asked my mother.

Rule: Place a question mark or an exclamation point outside the quotation marks when it is part of the entire sentence.

How I love “The Pit and the Pendulum”!

Rule: Use quotation marks for the title of a short story, essay, poem, song, magazine or newspaper article, or book chapter.

short story: “The Necklace”

poem: “The Fish”

article: “Fifty Things to Make from Bottlecaps”

Rule: Use italics or underlining for the title of a book, play, film, television series, magazine, newspaper, or work of art.

book: *To Kill a Mockingbird*

magazine: *The New Republic*

painting: *Sunflowers*

Rule: Use italics or underlining for the names of ships, trains, airplanes, and spacecraft.

ship: *Mayflower*

airplane: *Air Force One*

Using Apostrophes

Rule: Use an apostrophe and an s (’s) to form the possessive of a singular noun.

my brother’s rock collection

Chris’s hat

Rule: Use an apostrophe and an s (’s) to form the possessive of a plural noun that does not end in s.

the geese’s feathers

the oxen’s domestication

Tip: If a thing is owned jointly by two or more individuals, only the last name should show possession: *Mom and Dad’s car*. If the ownership is not joint, each name should show possession: *Mom and Dad’s parents are coming for Thanksgiving*.

Rule: Use an apostrophe alone to form the possessive of a plural noun that ends in s.

the animals’ habitat

the instruments’ sound

Rule: Use an apostrophe and an s (’s) to form the possessive of an indefinite pronoun.

everyone’s homework

someone’s homework

Rule: Do not use an apostrophe in a possessive pronoun.

The dog knocked over its dish.

Yours is the best entry in the contest.

One of these drawings must be hers.

Rule: Use an apostrophe to replace letters that have been omitted in a contraction.

it + is = it’s

can + not = can’t

I + have = I’ve

Rule: Use an apostrophe to form the plural of a letter, a figure, or a word that is used as itself.

Write three 7’s.

The word is spelled with two m’s.

The sentence contains three and’s.

Rule: Use an apostrophe to show missing numbers in a year.

the class of ’02

Using Hyphens, Dashes, and Parentheses

Rule: Use a hyphen to show the division of a word at the end of a line. Always divide the word between its syllables.

With the new recycling program, more residents are recycling their trash.

Tip: One-letter divisions (for example, *e-lectric*) are not permissible. Avoid dividing personal names, if possible.

Rule: Use a hyphen in a number written as a compound word.

He sold forty-six ice creams in one hour.

Rule: Use a hyphen in a fraction.

**We won the vote by a two-thirds majority.
Two-thirds of the votes have been counted.**

Rule: Use a hyphen or hyphens in certain compound nouns.

**great-grandmother
merry-go-round**

Rule: Hyphenate a compound modifier only when it precedes the word it modifies.

**A well-known musician visited our school.
The story was well written.**

Rule: Use a hyphen after the prefixes *all-*, *ex-*, and *self-* when they are joined to any noun or adjective.

**all-star
ex-president
self-conscious**

Rule: Use a hyphen to separate any prefix from a word that begins with a capital letter.

**un-American
mid-January**

Rule: Use a dash or dashes to show a sudden break or change in thought or speech.

Daniel—he's kind of a pest—is my youngest cousin.

Rule: Use parentheses to set off words that define or helpfully explain a word in the sentence.

The transverse flute (transverse means "sideways") is a wind instrument.

Abbreviations

Rule: Abbreviate the titles *Mr.*, *Mrs.*, *Ms.*, and *Dr.* before a person's name. Also abbreviate any professional or academic degree that follows a name. The titles *Jr.* and *Sr.* are not preceded by a comma.

**Dr. Stanley Livingston (doctor)
Luisa Mendez, M.A. (Master of Arts)
Martin Luther King Jr.**

Rule: Use capital letters and no periods with abbreviations that are pronounced letter by letter or as words. Exceptions are *U.S.* and *Washington, D.C.*, which do use periods.

**NAACP National Association for the
Advancement of Colored People**

UFO unidentified flying object

MADD Mothers Against Driving Drunk

Rule: With exact times use a.m. (*ante meridiem*, "before noon") and p.m. (*post meridiem*, "after noon"). For years use b.c. (before Christ) and, sometimes, a.d. (*anno Domini*, "in the year of the lord," after Christ).

8:15 A.M. 6:55 P.M.

5000 B.C. A.D. 235

Rule: Abbreviate days and months only in charts and lists.

School will be closed on

Mon., Sept. 3

Wed., Nov. 11

Thurs., Nov. 27

Rule: In scientific writing abbreviate units of measure. Use periods with English units but not with metric units.

inch(es) in. yard(s) yd.

meter(s) m milliliter(s) ml

Rule: On envelopes only, abbreviate street names and state names. In general text, spell out street names and state names.

Ms. Karen Holmes

347 Grandville St.

Tilton, NH 03276

**Karen lives on Grandville Street in Tilton,
New Hampshire.**

Writing Numbers

Rule: In charts and tables, always write numbers as numerals. Other rules apply to numbers not in charts or tables.

Student Test Scores			
Student	Test 1	Test 2	Test 3
Lai, W.	82	89	94
Ostos, A.	78	90	86

Rule: Spell out a number that is expressed in one or two words.

We carried enough supplies for twenty-three days.

Rule: Use a numeral for a number of more than two words.

The tallest mountain in Mexico rises 17,520 feet.

Rule: Spell out a number that begins a sentence, or reword the sentence so that it does not begin with a number.

One hundred forty-three days later the baby elephant was born.

The baby elephant was born 143 days later.

Rule: Write a very large number as a numeral followed by the word *million* or *billion*.

There are 15 million people living in or near Mexico City.

Rule: Related numbers should be written in the same way. If one number must be written as a numeral, use numerals for all the numbers.

There are 365 days in the year, but only 52 weekends.

Rule: Spell out an ordinal number (first, second).

Welcome to our fifteenth annual convention.

Rule: Use words to express the time of day unless you are writing the exact time or using the abbreviation A.M. or P.M.

My guitar lesson is at five o'clock. It ends by 5:45 P.M.

Rule: Use numerals to express dates, house and street numbers, apartment and room numbers, telephone numbers, page numbers, amounts of money of more than two words, and percentages. Write out the word *percent*.

August 5, 1999

9 Davio Dr.

Apartment 9F

24 percent

Spelling

The following rules, examples, and exceptions can help you master the spelling of many words.

Spelling *ie* and *ei*

Put *i* before *e* except when both letters follow *c* or when both letters are pronounced together as an *a* sound.

believe	sieve	weight
receive	relieve	neighborhood

It is helpful to memorize exceptions to this rule. Exceptions include the following words: *species*, *science*, *weird*, *either*, *seize*, *leisure*, and *protein*.

Spelling unstressed vowels

Notice the vowel sound in the second syllable of the word *won-d_r-ful*. This is the unstressed vowel sound; dictionary respellings use the schwa symbol (ə) to indicate it. Because any of several vowels can be used to spell this sound, you might find yourself uncertain about which vowel to use. To spell words with unstressed vowels, try thinking of a related word in which the syllable containing the vowel sound is stressed.

Unknown Spelling	Related Word	Word Spelled Correctly
wond_rful	wonder	wonderful
fort_fications	fortify	fortifications
res_dent	reside	resident

Suffixes and the silent *e*

For most words with silent *e*, keep the *e* when adding a suffix. When you add the suffix *-ly* to a word that ends in *l* plus silent *e*, drop the *-le*. Also drop the silent *e* when you add a suffix beginning with a vowel or a *y*.

wise + ly = wisely
peaceful + ly = peacefully

skate + ing = skating

gentle + ly = gently

There are exceptions to the rule, including the following:

awe + ful = awful

judge + ment = judgment

true + ly = truly

noise + y = noisy

dye + ing = dyeing

mile + age = mileage

Suffixes and the final *y*

When you are adding a suffix to words ending with a vowel + *y*, keep the *y*. For words ending with a consonant + *y*, change the *y* to *i* unless the suffix begins with *i*. To avoid having two *i*'s together, keep the *y*.

enjoy + ment = enjoyment

merry + ment = merriment

display + ed = displayed

lazy + ness = laziness

play + ful = playful

worry + ing = worrying

Note: For some words, there are alternate spellings:

sly + er = slyer or slier

shy + est = shyest or shiest

Adding prefixes

When you add a prefix to a word, do not change the spelling of the word.

un + done = undone

re + schedule = reschedule

il + legible = illegible

semi + sweet = semisweet

Doubling the final consonant

Double the final consonant when a word ends with a single consonant following one vowel and the word is one syllable, or when the last syllable of the word is accented both before and after adding the suffix.

sit + ing = sitting

rub + ing = rubbing

commit + ed = committed

confer + ed = conferred

Do not double the final consonant if the suffix begins with a consonant, if the accent is not on the last syllable, or if the accent moves when the suffix is added.

cancel + ing = canceling

commit + ment = commitment

travel + ed = traveled

defer + ence = deference

Do not double the final consonant if the word ends in two consonants or if the suffix begins with a consonant.

climb + er = climber

nervous + ness = nervousness

import + ance = importance

star + dom = stardom

When adding *-ly* to a word that ends in *ll*, drop one *l*.

hill + ly = hilly

full + ly = fully

Forming compound words

When forming compound words, keep the original spelling of both words.

home + work = homework

scare + crow = scarecrow

pea + nut = peanut

Forming Plurals

General Rules for Plurals		
If the noun ends in...	Rule	Example
<i>s, ch, sh, x, or z</i>	add <i>-es</i>	loss→losses, latch→latches, box→boxes, bush→bushes, quiz→quizzes
a consonant + <i>y</i>	change <i>y</i> to <i>i</i> and add <i>-es</i>	ferry→ferries, baby→babies, worry→worries
a vowel + <i>y</i>	add <i>-s</i>	chimney→chimneys, monkey→monkeys, toy→toys
a vowel + <i>o</i>	add <i>-s</i>	cameo→cameos, radio→radios, rodeo→rodeos
a consonant + <i>o</i>	add <i>-es</i> but sometimes add <i>-s</i>	potato→potatoes, echo→echoes photo→photos, solo→solos
<i>f</i> or <i>ff</i>	add <i>-s</i> but sometimes change <i>f</i> to <i>v</i> and add <i>-es</i>	proof→proofs, bluff→bluffs sheaf→sheaves, thief→thieves, hoof→hooves
<i>lf</i>	change <i>f</i> to <i>v</i> and add <i>-es</i>	calf→calves, half→halves, loaf→loaves
<i>fe</i>	change <i>f</i> to <i>v</i> and add <i>-s</i>	knife→knives, life→lives

Special Rules for Plurals	
Rule	Example
To form the plural of most proper names and one-word compound nouns, follow the general rules for plurals.	Jones→Joneses, Thomas→Thomases, Hatch→Hatches
To form the plural of hyphenated compound nouns or compound nouns of more than one word, make the most important word plural.	credit card→credit cards mother-in-law→mothers-in-law district attorney→district attorneys
Some nouns have irregular plural forms and do not follow any rules.	man→men, foot→feet, tooth→teeth
Some nouns have the same singular and plural forms	deer→deer, species→species, sheep→sheep

Speaking, Listening, and Viewing Handbook

A large part of the school day is spent either listening or speaking to others. By becoming a better listener and speaker, you will know more about what is expected of you, and understand more about your audience.

Speaking Effectively

- Speak slowly, clearly, and in a normal tone of voice. Raise your voice a bit, or use gestures to stress important points.
- Pause a few seconds after making an important point.
- Use words that help your audience picture what you're talking about. Visual aids such as pictures, graphs, charts, and maps can also help make your information clear.
- Stay in contact with your audience. Make sure your eyes move from person to person in the group you're addressing.

Speaking informally

Most oral communication is informal. When you speak casually with your friends, family, and neighbors, you use informal speech. Human relationships depend on this form of communication.

- Be courteous. Listen until the other person has finished speaking.
- Speak in a relaxed and spontaneous manner.
- Make eye contact with your listeners.
- Do not monopolize a conversation.
- When telling a story, show enthusiasm.
- When giving an announcement or directions, speak clearly and slowly. Check that your listeners understand the information.

Presenting an oral report

The steps in preparing an oral report are similar to the steps in the writing process. Complete each step carefully and you can be confident of presenting an effective oral report.

Steps in preparing an Oral Report

Prewriting	• Determine your purpose and audience. • Decide on a topic and narrow it.
Drafting	• Make an outline. • Fill in the supporting details. • Write the report.
Revising and Editing	• Review your draft. • Check the organization of ideas and details. • Reword unclear statements.
Practicing	• Practice the report aloud in front of a family member. • Time the report. • Ask for and accept advice.
Presenting	• Relax in front of your audience. • Make eye contact with your audience. • Speak slowly and clearly.

Practice

Pretend that you have been invited to give an oral report to a group of fifth graders. Your report will tell them what to expect and how to adjust to new conditions when they enter middle school. As you plan your report, keep your purpose and your audience in mind. Include lively descriptions and examples to back up your suggestions and hold your audience's attention. As you practice giving your report, be sure to give attention to your body language as well as your vocal projection. Ask a partner to listen to your report to give you feedback on how to improve your performance. Do the same for your partner after listening to his or her report.

Listening Effectively

Listening to instructions in class

Some of the most important listening in the school day involves listening to instructions. Use the following tips to help you.

- First, make sure you understand what you are listening for. Are you receiving instructions for homework or for a test? What you listen for depends upon the type of instructions being given.
- Think about what you are hearing, and keep your eyes on the speaker. This will help you stay focused on the important points.
- Listen for keywords, or word clues. Examples of word clues are phrases such as above all, most important, or the three basic parts. These clues help you identify important points that you should remember.
- Take notes on what you hear. Write down only the most important parts of the instructions.
- If you don't understand something, ask questions. Then if you're still unsure about the instructions, repeat them aloud to your teacher to receive correction on any key points that you may have missed.

Interpreting nonverbal clues

Understanding nonverbal clues is part of effective listening. Nonverbal clues are everything you notice about a speaker except what the speaker says. As you listen, ask yourself these questions:

- Where and how is the speaker standing?
- Are some words spoken more loudly than others?
- Does the speaker make eye contact?
- Does he or she smile or look angry?
- What message is sent by the speaker's gestures and facial expression?

Practice

Work with a partner to practice listening to instructions. Each of you should find a set of directions for using a simple device—for example, a mechanical tool, a telephone answering machine, or an DVD player. Study the instructions carefully. If you can bring the device to class, ask your partner to try to use it by following your step-by-step instructions. If you cannot have the device in class, ask your partner to explain the directions back to you. Then change roles and listen as your partner gives you a set of directions.

Viewing Effectively

Critical viewing means thinking about what you see while watching a TV program, newscast, film, or video. It requires paying attention to what you hear and see and deciding whether information is true, false, or exaggerated. If the information seems to be true, try to determine whether it is based on a fact or an opinion.

Fact versus opinion

A **fact** is something that can be proved. An opinion is what someone believes is true.

Opinions are based on feelings and experiences and cannot be proved.

Television commercials, political speeches, and even the evening news contain both facts and opinions. They use emotional words and actions to persuade the viewer to agree with a particular point of view. They may also use faulty reasoning, such as linking an effect with the wrong cause. Think through what is being said. The speaker may seem sincere, but do his or her reasons make sense? Are the reasons based on facts or on unfair generalizations?

Commercials contain both obvious and hidden messages. Just as you need to discover the author's purpose when you read a writer's words, you must be aware of the purpose of nonverbal attempts to persuade you. What does the message sender want, and how is the sender trying to influence you?

For example, a magazine or TV ad picturing a group of happy teenagers playing volleyball on a sunny beach expresses a positive feeling. The advertiser hopes viewers will transfer that positive feeling to the product being advertised—perhaps a soft drink or a brand of beachwear. This technique, called **transfer**, is one of several propaganda techniques regularly used by advertisers to influence consumers.

Following are a few other common techniques.

Testimonial—Famous and admired people recommend or praise a product, a policy, or a course of action even though they probably have no professional knowledge or expertise to back up their opinion.

Bandwagon—People are urged to follow the crowd (“get on the bandwagon”) by buying a product, voting for a candidate, or whatever else the advertiser wants them to do.

Glittering generalities—The advertiser uses positive, good-sounding words (for example, *all-American* or *medically proven*) to impress people.

Practice

Think of a television commercial that you have seen often or watch a new one and take notes as you watch it. Then analyze the commercial.

- What is the purpose behind the ad?
- What is expressed in written or spoken words?
- What is expressed nonverbally (in music or sound effects as well as in pictures and actions)?
- What methods does the advertiser use to persuade viewers?
- What questions would you ask the advertiser if you could?
- How effective is the commercial? Why?

Working in Groups

Working in a group is an opportunity to learn from others. Whether you are planning a group project (such as a class trip) or solving a math problem, each person in a group brings specific strengths and interests to the task. When a task is large, such as planting a garden, a group provides the necessary energy and talent to get the job done.

Small groups vary in size according to the nature of the task. Three to five students is a good size for most small-group tasks. Your teacher may assign you to a group, or you may be asked to form your own group. Don't work with your best friend if you are likely to chat too much. Successful groups often have a mix of student abilities and interests.

Individual role assignments give everyone in a group something to do. One student, the group recorder, may take notes. Another may lead the discussion, and another report the results to the rest of the class.

Roles for a Small Group	
Reviewer	Reads or reviews the assignment and makes sure everyone understands it
Recorder 1 (of the process)	Takes notes on the discussion
Recorder 2 (of the results)	Takes notes on the final results
Reporter	Reports results to the rest of the class
Discussion leader	Asks questions to get the discussion going; keeps the group focused
Facilitator	Helps the group resolve disagreements and reach a compromise

For a small group of three or four students, some of these roles can be combined. Your teacher may assign a role to each student in your group. Or you may be asked to choose your own role.

Tips for working in groups

- Review the group assignment and goal. Be sure that everyone in the group understands the assignment.
- Review the amount of time allotted for the task. Decide how your group will organize its time.
- Check that all the group members understand their roles in the group.
- When a question arises, try to solve it as a group before asking a teacher for help.
- Listen to other points of view. Be respectful as you point out mistakes a speaker might have made.
- When it is your turn to talk, address the subject and help the project move forward by building on the ideas of the previous speaker.

Glossary/Glosario

This glossary lists the vocabulary words found in the selections in this book. The definition given is for the word as it is used in the selection; you may wish to consult a dictionary for other meanings of these words. The key below is a guide to the pronunciation symbols used in each entry.

Pronunciation Key		
a at	ō hope	ng sing
ā ape	ô fork, all	th thin
ä father	oo wood, put	th this
e end	ōō fool	zh treasure
ē me	oi oil	ə ago, taken, pencil,
i it	ou out	ə lemon, circus
ī ice	u up	ˈ primary stress
o hot	ū use	ˈ secondary stress

English

A

- abandoned** (ə banˈdænd) *adj.* deserted, left behind; **p. 167**
- absorbs** (ab sôrbzˈ) *v.* takes in and retains energy; **p. 214**
- accustomed** (ə kusˈtəmd) *adj.* in the habit of; used to; **p. 78**
- acknowledge** (ak nolˈij) *v.* to recognize the authority, validity, or claims of; **p. 79**
- acquainted** (ə kwānˈtid) *adj.* knowing someone, or each other, but not closely; **p. 320**
- acquired** (ə kwīrdˈ) *v.* came into possession of **p. 528**
- adjoining** (ə joiˈning) *adj.* located next to; adjacent; **p. 56**
- aliens** (ālˈyənɪz) *n.* people who are not citizens of the country in which they live; **p. 749**

Español

A

- abandoned/abandonado** *adj.* dejado detrás; **p. 167**
- absorbs/absorbe** *v.* tomar y absorber energía **p. 214**
- accustomed/acostumbrado** *adj.* con tendencia a; familiarizado con; **p. 78**
- acknowledge/reconocer** *v.* admitir la autoridad, validez o aseveraciones de; **p. 79**
- acquainted/conocido** *adj.* estar familiarizado con alguien, pero no íntimamente; **p. 320**
- acquired/adquirió** *v.* logró posesión de; **p. 528**
- adjoining/colindante** *adj.* localizado al lado de; adyacente; **p. 56**
- aliens/extranjeros** *n.* personas que no son ciudadanos del país en el que viven; **p. 749**

ambitious (am bish'əs) *adj.* full of a strong desire to succeed or to achieve something; eager; **p. 33**

amid (ə mid') *prep.* in the middle of; **p. 408**

application (ap'lə kă'shən) *n.* a putting to use; **p. 104**

appointed (ə point'əd) *v.* named or selected for an office or position; **p. 737**

architect (är'kə tekt') *n.* one whose profession is to design, draw plans for, and help create buildings; **p. 453**

assortment (ə sôrt'mənt) *n.* a collection of different things; **p. 789**

astounded (əs toun'ded) *v.* overwhelmed with sudden surprise or amazement; **p. 765**

authority (ə thôr'ə tē) *n.* a good source of information or advice; **p. 104**

axis (ak'sis) *n.* a straight line passing through an object or body around which the object or body rotates or seems to rotate; **p. 214**

B

barren (bar'ən) *adj.* containing little or no plant life; bare; **p. 130**

beckoned (bek'ənd) *v.* signaled, summoned, or directed by a sign or gesture; **p. 455**

blouse (blous) *n.* woman's or girl's shirt; **p. 321**

boost (bōöst) *n.* something that aids or advances a person or thing; **p. 322**

buffet (buf'it) *v.* to strike repeatedly; to knock against; **p. 459**

C

catastrophe (kə tas'trə fē') *n.* great and sudden disaster or misfortune; **p. 498**

cavities (kav'ə tēz) *n.* hollow spaces in a tooth caused by decay; **p. 488**

coincidence (kō in'si dəns) *n.* the occurrence of unrelated events that appear to be connected; **p. 125**

ambitious/ambicioso *adj.* lleno de un fuerte deseo de tener éxito o lograr algo; ansioso; **p. 33**

amid/entre *prep.* en medio de; **p. 408**

application/aplicación *n.* empleo; uso; **p. 104**

appointed/apuntó *v.* nombró o seleccionó para una oficina o puesto; **p. 737**

architect/arquitecto *n.* uno cuya profesión es diseñar, construir plans y manejar la construcción de edificios u otras estructuras **p. 453**

assortment/surtido *n.* colección de cosas distintas; **p. 789**

astounded/pasmado *v.* abrumado con sorpresa o asombro repentino; **p. 765**

authority/autoridad *n.* fuente buena de información o consejo; **p. 104**

axis/eje *n.* línea recta, real o imaginaria, que pasa por un objeto o cuerpo y alrededor de la cual dicho objeto parece girar; **p. 214**

B

barren/yermo *adj.* con poca o ninguna vida vegetal; estéril; **p. 130**

beckoned/señaló *v.* llamó, convocó o dirigió por un gesto o una señal; **p. 455**

blouse/blusa *n.* la camisa de una chica o una mujer; **p. 321**

boost/estímulo *n.* algo que ayuda o avanza (una persona o cosa); **p. 322**

buffet/abofetear *v.* golpear repetidamente; hacer chocar contra; **p. 459**

C

catastrophe/catástrofe *n.* desastre grande y repentino o mala fortuna; **p. 498**

cavities/carries *n.* espacios vacíos causado por decaimiento; **p. 488**

coincidence/coincidencia *n.* ocurrencia de eventos no relacionado que parecen ser conectados; **p. 125**

complexion/drone

complexion (kəm plek'shən) *n.* color, texture, and appearance of the skin; p. 396

compromise (kom'prə mīz') *v.* to settle a disagreement by having each side give up something; p. 546

confirmed (kən furmd') *v.* established as true p. 544

conscious (kon'shəs) *adj.* deliberate; intentional p. 50

consideration (kən sid ə rā'shən) *n.* thought or reflection; p. 786

coping (kō'ping) *v.* successfully dealing with something difficult; p. 328

criticized (krit'ə sīzd') *v.* found fault with; p. 16

cyclone (sī'klōn) *n.* a violent windstorm in which winds move in a circle, as a tornado; p. 129

cylinders (sil'an dərz) *n.* long, round objects, solid or hollow, with flat ends, such as soup cans; p. 350

D

deafening (def'an ing) *adj.* very loud; earsplitting; p. 542

dejectedly (di jek'tid lē) *adv.* in a disheartened or depressed way; p. 255

descendants (di sen'dənts) *n.* people who have a common ancestor; p. 411

desolate (des'ə lit) *adj.* empty of people; deserted; p. 124

disability (dis'ə bil'ə tē) *n.* something that causes a loss or lack of ability; p. 17

discomfort (dis kum'fərt) *n.* uneasiness; hardship; pain; p. 459

dislodging (dis loj'ing) *v.* moving or forcing out of a place or position; p. 37

dispute (dis pūt') *n.* difference of opinion; argument or debate; p. 77

drone (drōn) *n.* dull, continuous buzzing or humming sound; p. 529

complexion/cutis *n.* color, textura y apariencia de la tez; p. 396

compromise/compromiso *v.* resolver un desacuerdo al obligar que cada lado renuncie algo; p. 546

confirmed/confirmó *v.* estableció la verdad de algo; p. 544

conscious/consciente *adj.* deliberado; adrede; a propósito; p. 50

consideration/consideración *n.* pensamiento o reflexión; p. 786

coping/estar conteniendo *v.* tratar exitosamente con algo difícil; p. 328

criticized/criticó *v.* señaló una falla; p. 16

cyclone/ciclón *n.* tempestad violenta en la que los vientos se mueven en un círculo, como un tornado; p. 129

cylinders/cilindros *n.* objetos largos y redondos, sólidos o huecos, con extremos planos, como de latas de sopa; p. 350

D

deafening/ensordecedor *adj.* muy fuerte (sonido); que rompe los tímpanos; estridente; p. 542

dejectedly/con desánimo *adv.* de manera deprimida o desalentada; p. 255

descendants/descendientes *n.* personas que tienen un antepasado en común; p. 411

desolate/desolado *adj.* vacío de personas; abandonado; p. 124

disability/discapacidad *n.* minusvalidez; p. 17

discomfort/incomodidad *n.* inquietud; privación; dolor; p. 549

dislodging/estar desalojando *v.* estar quitando o forzando de un lugar o posición; p. 37

dispute/disputa *n.* diferencia de opinion; discusión o debate; p. 77

drone/zumbido *n.* sonido continuo zumbador o susurrante; p. 529

E

ease (ēz) *n.* freedom from pain, discomfort, hard work, or worry; **p. 507**

economic (ek'ə nom'ik) *adj.* relating to money matters; **p. 49**

endured (en doord') *v.* underwent hardship without giving up; put up with; **p. 55**

essential (i sen'shəl) *adj.* basic; fundamental; intrinsic; **p. 49**

evidently (ev'ə dənt lē) *adv.* clearly, apparently, obviously; **p. 57**

excavators (eks'kə vā'tərz) *n.* people who uncover something by digging; **p. 40**

F

factor (fak'tər) *n.* one of several things that brings about a result; **p. 213**

ferocious (fə rō'shəs) *adj.* fierce and violent; **p. 787**

flawless (flô'lis) *adj.* having no mistakes; perfect; **p. 396**

forlorn (fôr lôrn') *adj.* dejected; hopeless; wretched; **p. 183**

formula (fôr'myā lə) *n.* a combination of symbols used in mathematics to state a rule or principle; **p. 350**

frenzied (fren'zēd) *adj.* in a state of intense emotion or extreme excitement; frantic; **p. 496**

G

guaranteed (gar ən tēd') *v.* made certain; promised; **p. 779**

H

harsh (hārsh) *adj.* rough or unpleasant to any of the physical senses; **p. 743**

heed (hēd) *v.* pay careful attention to; **p. 39**

hesitantly (hez'ət ənt lē) *adv.* reluctantly or unwillingly; **p. 532**

E

ease/tranquilidad *n.* libertad de dolor, incomodidad, trabajo duro o preocupación; **p. 507**

economic/económico *adj.* relacionado con asuntos de dinero; **p. 49**

endured/soportó *v.* sufrió privación sin rendirse; aguantó; **p. 55**

essential/esencial *adj.* básico; fundamental; intrínstico; **p. 49**

evidently/evidentemente *adv.* claramente, aparentemente, obviamente; **p. 57**

excavators/excavadores *n.* personas que descubren algo desenterrándolo; **p. 40**

F

factor/factor *n.* una de varias cosas que causan un resultado; **p. 213**

ferocious/feroz *adj.* fiero y violento; **p. 787**

flawless/impeccable *adj.* sin errores; perfecto **p. 396**

forlorn/abatido *adj.* desanimado; sin esperanza; miserable; **p. 183**

formula/fórmula *n.* combinación de símbolos usados en las matemáticas para declarar una regla o un principio; **p. 350**

frenzied/frenético *adj.* en estado de emoción intensa o ánimo extremado; desenfrenado; **p. 496**

G

guaranteed/garantizó *v.* hizo cierto; prometió; aseguró; **p. 779**

H

harsh/severo *adj.* áspero o incómodo para uno de los sentidos físicos; **p. 743**

heed/hacer caso de *v.* prestar atención cuidadosa a; obedecer; **p. 39**

hesitantly/vacilante *adv.* reaciosamente o de mala gana; **p. 532**

honorable/manufacturing

honorable (on'ər ə bəl) *adj.* characterized by principles of morality and integrity; upright; **p. 740**

hospitality (hos'pə tal'ə tē) *n.* the act of being welcoming to guests; **p. 257**

hostile (host'əl) *adj.* not offering a pleasant or sustaining environment; **p. 183**

humidity (hū mid'ə tē) *n.* moisture or dampness, especially of the atmosphere; **p. 212**

I

ignorance (ig'nər əns) *n.* state of lacking in knowledge or education; **p. 796**

immigrant (im'ə grənt) *adj.* coming into a country or region of which one is not a native in order to live there; **p. 104**

inadequate (in ad'ə kwit) *adj.* not good enough; **p. 399**

industrious (in dus'trē əs) *adj.* hardworking; **p. 56**

inhabited (in hab'it id) *v.* lived in or on; **p. 496**

instinctively (in stink'tiv lē) *adv.* behaving in a fixed way when moved by something that causes a person to take action; **p. 530**

interior (in tēr'ē ə) *n.* inner side, surface, or part; **p. 182**

L

lamented (lə ment'id) *v.* felt or showed deep sorrow or grief; **p. 507**

lavishly (lav'ish lē) *adv.* in a way that provides much more than is needed; **p. 319**

luggage (lug'ij) *n.* bags, boxes, or suitcases a traveler uses for carrying things; **p. 495**

M

mankind (man'kīnd') *n.* all human beings; **p. 545**

manufacturing (man'yə fak'chər ing) *v.* making products, especially on a large scale or with machinery; **p. 351**

honorable/honorable *adj.* caracterizado por principios de moralidad e integridad; **p. 740**

hospitality/hospitalidad *n.* acto de darles la bienvenida a los invitados; **p. 257**

hostile/hostil *adj.* carente de un ambiente agradable o sostenedor; **p. 183**

humidity/humedad *n.* medida de cantidad de agua en la atmósfera; **p. 212**

I

ignorance/ignorancia *n.* estado caracterizado por carencia de conocimiento o educación; **p. 796**

immigrant/inmigrante *adj.* describe quien entra en un país o región del que uno no es nativo para residir allí; **p. 104**

inadequate/inadecuado *adj.* no suficientemente bueno; **p. 399**

industrious/industrioso *adj.* laborioso y aplicado; **p. 56**

inhabited/habitó *v.* ocupó como residencia; **p. 496**

instinctively/instintivamente *adv.* comportándose de manera establecida cuando provocado por algo que causa que uno reaccione; **p. 530**

interior/interior *n.* lado, superficie o aspecto que está en la parte de adentro; **p. 182**

L

lamented/lamentó *v.* sintió o mostró gran pena o tristeza; **p. 507**

lavishly/pródigamente *adv.* de manera que provee mucho más de lo necesario; **p. 319**

luggage/equipaje *n.* bolsas, cajas o maletas usadas por un viajero para llevar cosas; **p. 495**

M

mankind/humanidad *n.* todos los seres humanos; **p. 545**

manufacturing/fabricando *v.* haciendo productos, especialmente en cantidades grandes or con máquinas; **p. 351**

meekly (mēk'lē) *adv.* patiently and mildly; gently; **p. 87**

minimum (min'ə məm) *adj.* least possible; lowest; smallest; **p. 13**

monitors (mon'ə tərz) *n.* students with a special duty, such as taking attendance or handing out materials; **p. 349**

mortal (môrt'əl) *adj.* destined to die; human; **p. 408**

muster (mus'tər) *v.* to find and gather together; collect or summon; **p. 18**

O

obscure (əb skyoor') *adj.* not well known; **p. 407**

obstinacy (ob'stə nə sē) *n.* state of not giving in to argument, persuasion, or reason; **p. 409**

ordeals (ôr dēlz') *n.* experiences that are painful or difficult to endure; **p. 253**

outrages (out'rāj əz) *n.* violent or cruel acts; **p. 104**

P

parched (pärcht) *adj.* dried out or shriveled, usually from heat; **p. 129**

plagued (plāgd) *v.* troubled or annoyed; **p. 84**

pondering (pon'dər ing) *v.* weighing something in the mind; considering or thinking carefully; **p. 35**

portrayed (pôr trād') *v.* set forth a picture of in words; described; **p. 518**

precisely (pri sīs'lē) *adv.* accurately; exactly; **p. 398**

predict (pri dikt') *v.* to say or guess ahead of time what is going to happen, using observation, experience, or reason; **p. 165**

prevail (pri vāl') *v.* to be victorious; triumph; **p. 50**

principles (prin'sə pəls) *n.* rules of personal conduct; **p. 767**

privileged (priv'ə lijɪd) *adj.* having or enjoying a right or advantage; **p. 517**

meekly/dócilmente *adv.* paciente y blandamente; suavemente; **p. 87**

minimum/mínimo *adj.* lo menos posible; el más bajo; el más pequeño; **p. 13**

monitors/monitores *n.* estudiantes con un deber especial en la escuela, como averiguar la asistencia o repartir materiales; **p. 349**

mortal/mortal *adj.* destinado a morir; humano; **p. 408**

muster/juntar *v.* encontrar y recoger; convocar o reunir; **p. 18**

O

obscure/oscur *adj.* no bien conocido; **p. 407**

obstinacy/obstinación *n.* estado de no rendirse a la argumentación, persuasión o razón; **p. 409**

ordeals/pruebas *n.* experiencias que son peligrosas o difíciles de soportar; **p. 253**

outrages/atrocidades *n.* actos violentos o crueles; **p. 104**

P

parched/reseco *adj.* secado o encogido, usualmente por el calor; **p. 129**

plagued/acoso *v.* preocupó o fastidió; **p. 84**

pondering/estar ponderando *v.* reflexionando sobre algo en la mente; considerando o pensando con cuidado; **p. 35**

portrayed/retrató *v.* pintó una escena en palabras; describió; **p. 518**

precisely/precisamente *adv.* correctamente; exactamente; **p. 398**

predict/predecir *v.* decir o adivinar con antelación lo que va a pasar, usando observación, experiencia o razón; **p. 165**

prevail/prevalecer *v.* ser victorioso; triunfar; **p. 50**

principles/principios *n.* reglas de conducta personal; **p. 767**

privileged/privilegiado *adj.* tener o gozar de un derecho o ventaja; **p. 517**

proclaimed/sleek

proclaimed (prə klāmd') *v.* announced officially; declared publicly; **p. 737**

prominent (prom'ə nənt) *adj.* well known or important; notable; **p. 49**

prosperity (pros per'ə tē) *n.* state of having success, wealth, or good fortune; **p. 481**

Q

quest (kwest) *n.* search or pursuit made in order to get an object or accomplish a goal; **p. 87**

R

radiating (rā'dē āt'ing) *v.* moving or spreading outward from a center; **p. 458**

ravaged (rav'ijd) *v.* laid waste to; destroyed **p. 84**

register rej'is tər) *v.* to enter one's name in a formal record; **p. 751**

reputation (rep'yə tā'shən) *n.* general or public opinion of something or someone; **p. 481**

resist (ri zist') *v.* to act in opposition; **p. 737**

rivaling (rī'vəl ing) *v.* competing with; **p. 512**

S

sacrificed (sak'rə fist') *v.* given up, usually for the sake of something else; **p. 481**

salary (sal'ə rē) *n.* fixed sum of money regularly paid to a person for a job; **p. 243**

savoring (sā'vər ing) *v.* taking great delight in; **p. 531**

seasonal (sē'zə nəl) *adj.* affected by the seasons; happening at a certain season; **p. 165**

shabby (shab'ē) *adj.* faded and dingy from wear or exposure; **p. 752**

shrewdest (shrōd'ist) *adj.* the most clever in practical matters; **p. 252**

sleek (slēk) *adj.* having a healthy, well-groomed, or well-fed appearance; smooth and glossy, as if polished; **p. 505**

proclaimed/proclamó *v.* anunció oficialmente; declaró públicamente; **p. 737**

prominent/prominente *adj.* bien conocido o importante; notable; **p. 49**

prosperity/prosperidad *n.* estado de tener éxito, riqueza o buena fortuna; **p. 481**

Q

quest/búsqueda *n.* busca o caza hecha para conseguir un objeto o lograr una meta; **p. 87**

R

radiating/radiante *v.* moviéndose o extendiéndose desde un punto central hacia fuera; **p. 458**

ravaged/asolado *v.* arruinado; destrozado; **p. 84**

register/registrar *v.* inscribir el nombre de una persona en un récord formal; **p. 751**

reputation/reputación *n.* opinión general o pública de algo o de alguien; **p. 481**

resist/resistir *v.* actuar en oposición a; **p. 737**

rivaling/rivalizando *v.* compitiendo con; **p. 512**

S

sacrificed/sacrificó *v.* dejó posesión de, usualmente por el beneficio de otra cosa; **p. 481**

salary/salario *n.* cantidad fija de dinero pagado en intervalos establecidos a una persona por su labor; **p. 243**

savoring/saborear *v.* experimentar gran placer en; **p. 531**

seasonal/estacional *adj.* afectado por las estaciones; ocurre durante una temporada específica; **p. 165**

shabby/gastado *adj.* desteñido y sucio por uso o exposición; **p. 752**

shrewdest/el más astuto *adj.* el más listo en asuntos prácticos; **p. 252**

sleek/pulcro/liso *adj.* parecer sano, bien alimentado o acicalado; bruñido y reluciente; **p. 505**

soggy (sog'ē) *adj.* filled with water to the point that no more can be absorbed; soaked thoroughly; **p. 164**

sowing (sō'ing) *v.* spreading seeds over the ground so that they will grow; **p. 544**

sprained (sprānd') *v.* injured by a sudden, severe twist; **p. 490**

squad (skwod) *n.* a small group working for a common purpose; **p. 242**

stadium (stā'dē əm) *n.* a large, usually roofless building surrounding an open area used for sporting events and equipped with many rows of seats; **p. 243**

superintendent (sōō'prin ten'dənt) *n.* the person who manages and takes care of an apartment building; **p. 349**

T

temporarily (tem pə rer'ə lē) *adv.* lasting only for a short time; not permanently; **p. 764**

theory (thē'ər ē) *n.* a guess based on some evidence; **p. 167**

tonsils (ton'səlz) *n.* small organs in the throat near the back of the mouth; **p. 490**

toppled (top'əld) *v.* fell forward, tumbled over; **p. 507**

traitors (trā'tərz) *n.* those who betray trust; **p. 481**

treacherous (trech'ər əs) *adj.* disloyal; **p. 481**

trophy (trō'fē) *n.* a small statue gained as a prize or an award for something; **p. 490**

tyrant (tī'rənt) *n.* one who uses power or authority in a cruel and unjust manner; **p. 85**

U

uniquely (ū nēk'lē) *adv.* distinctively; characteristically; **p. 512**

unreasonable (un rē'zə nə bəl) *adj.* not using good judgment; **p. 491**

soggy/empapado *adj.* lleno de agua hasta el punto que no se puede absorber más; saturado completamente; **p. 164**

sowing/sembrando *v.* repartiendo semillas por la tierra para que crezcan; **p. 544**

sprained/torció *v.* se hizo daño por el acto de retorcerse repetina o seriamente; **p. 490**

squad/escuadra *n.* grupo pequeño con un propósito en común; **p. 242**

stadium/estadio *n.* edificio grande, generalmente sin techo, que contiene una zona abierta usada para eventos deportivos y equipada con muchas filas de asientos; **p. 243**

superintendent/portero *n.* persona que maneja y es responsable del mantenimiento de un edificio de apartamentos; **p. 349**

T

temporarily/temporariamente *adv.* que perdura sólo un tiempo breve; no permanentemente **p. 764**

theory/teoría *n.* hipótesis basada en alguna evidencia; **p. 167**

tonsils/amígdalas *n.* órganos pequeños en la garganta acerca de la parte anterior de la boca; **p. 490**

toppled/se tambaleó *v.* se cayó; se vino abajo; **p. 507**

traitors/traidores *n.* los que rompen la confianza; **p. 481**

treacherous/traicionero *adj.* desleal; **p. 481**

trophy/trofeo *n.* estatua pequeña recibida como premio o recompensa por algo; **p. 490**

tyrant/tirano *n.* uno que emplea poder o autoridad de manera cruel e injusta; **p. 85**

U

uniquely/únicamente *adv.* distintivamente; característicamente; **p. 512**

unreasonable/irrazonable *adj.* cuando no se evalúa bien; **p. 491**

V

vehicles (vē'ə kəlz) *n.* devices designed or used for transporting persons or goods, as an automobile, a sled, or a carriage; **p. 182**

veins (vānz) *n.* vessels that carry blood to the heart from other parts of the body; **p. 398**

vendors (ven'dərz) *n.* people who sell goods **p. 244**

veteran (vet'ər ən) *n.* one who has served in the armed forces; **p. 14**

W

wages (wāj'əz) *n.* money paid to a person for work or services, especially on an hourly or daily basis; **p. 244**

wilted (wilt'əd) *adj.* droopy or faded; **p. 749**

worshipped (wur'shipt) *v.* adored or idolized **p. 767**

Y

yearned (yurnd) *v.* felt a strong and deep desire; **p. 76**

V

vehicles/vehículos *n.* aparatos diseñados o usados para transportar personas o bienes, como un automóvil, trineo o carruaje; **p. 182**

veins/venas *n.* vasos que llevan la sangre del corazón a otras partes del cuerpo; **p. 398**

vendors/vendedores *n.* personas que proveen bienes a cambio de dinero; **p. 244**

veteran/veterano *n.* uno que ha servido en las fuerzas armadas; **p. 14**

W

wages/sueldo *n.* dinero pagado a una persona por su trabajo o sus servicios, especialmente en cantidades por hora o día; **p. 244**

wilted/marchitado *adj.* mustio o decaído; **p. 749**

worshipped/veneró *v.* adoró o idealizó; **p. 767**

Y

yearned/anhelar *v.* sentir un deseo fuerte y profundo; **p. 76**

Academic Word List

To succeed academically in middle school and high school and prepare for college, it is important to know academic vocabulary—special terms used in classroom discussions, assignments, and tests. These words are also used in the workplace and among friends to share information, exchange ideas, make decisions, and build relationships. Research has shown that the words listed below, compiled by Averil Coxhead in 2000, are the ones most commonly used in these ways. You will encounter many of them in the *Glencoe Literature* program. You will also focus on specific terms in connection with particular reading selections.

Note: The lists are ordered by frequency of use from most frequent to least frequent.

List One

analysis
approach
area
assessment
assume
authority
available
benefit
concept
consistent
constitutional
context
contract
create
data
definition
derived
distribution
economic
environment
established
estimate
evidence
export
factors
financial
formula
function
identified

income
indicate
individual
interpretation
involved
issues
labor
legal
legislation
major
method
occur
percent
period
policy
principle
procedure
process
required
research
response
role
section
sector
significant
similar
source
specific
structure
theory

variables

List Two

achieve
acquisition
administration
affect
appropriate
aspects
assistance
categories
chapter
commission
community
complex
computer
conclusion
conduct
consequences
construction
consumer
credit
cultural
design
distinction
elements
equation
evaluation
features
final

focus
impact
injury
institute
investment
items
journal
maintenance
normal
obtained
participation
perceived
positive
potential
previous
primary
purchase
range
region
regulations
relevant
resident
resources
restricted
security
select
site
sought
strategies
survey

text
traditional
transfer

List Three

alternative
circumstances
comments
compensation
components
consent
considerable
constant
constraints
contribution
convention
coordination
core
corporate
corresponding
criteria
deduction
demonstrate
document
dominant
emphasis
ensure
excluded
framework
funds

illustrated
immigration
implies
initial
instance
interaction
justification
layer
link
location
maximum
minorities
negative
outcomes
partnership
philosophy
physical
proportion
published
reaction
registered
reliance
removed
scheme
sequence
sex
shift
specified
sufficient
task
technical
techniques
technology
validity
volume

List Four

access
adequate
annual
apparent

approximated
attitudes
attributed
civil
code
commitment
communication
concentration
conference
contrast
cycle
debate
despite
dimensions
domestic
emerged
error
ethnic
goals
granted
hence
hypothesis
implementation
implications
imposed
integration
internal
investigation
job
label
mechanism
obvious
occupational
option
output
overall
parallel
parameters
phase
predicted
principal

prior
professional
project
promote
regime
resolution
retained
series
statistics
status
stress
subsequent
sum
summary
undertaken

List Five

academic
adjustment
alter
amendment
aware
capacity
challenge
clause
compounds
conflict
consultation
contact
decline
discretion
draft
enable
energy
enforcement
entities
equivalent
evolution
expansion
exposure
external

facilitate
fundamental
generated
generation
image
liberal
license
logic
marginal
medical
mental
modified
monitoring
network
notion
objective
orientation
perspective
precise
prime
psychology
pursue
ratio
rejected
revenue
stability
styles
substitution
sustainable
symbolic
target
transition
trend
version
welfare
whereas

List Six

abstract
accurate
acknowledged

aggregate
allocation
assigned
attached
author
bond
brief
capable
cited
cooperative
discrimination
display
diversity
domain
edition
enhanced
estate
exceed
expert
explicit
federal
fees
flexibility
furthermore
gender
ignored
incentive
incidence
incorporated
index
inhibition
initiatives
input
instructions
intelligence
interval
lecture
migration
minimum
ministry
motivation

neutral
nevertheless
overseas
preceding
presumption
rational
recovery
revealed
scope
subsidiary
tapes
trace
transformation
transport
underlying
utility

List Seven

adaptation
adults
advocate
aid
channel
chemical
classical
comprehensive
comprise
confirmed
contrary
converted
couple
decades
definite
deny
differentiation
disposal
dynamic
eliminate
empirical
equipment
extract

file
finite
foundation
global
grade
guarantee
hierarchical
identical
ideology
inferred
innovation
insert
intervention
isolated
media
mode
paradigm
phenomenon
priority
prohibited
publication
quotation
release
reverse
simulation
solely
somewhat
submitted
successive
survive
thesis
topic
transmission
ultimately
unique
visible
voluntary

List Eight

abandon
accompanied

accumulation
ambiguous
appendix
appreciation
arbitrary
automatically
bias
chart
clarity
conformity
commodity
complement
contemporary
contradiction
crucial
currency
denote
detected
deviation
displacement
dramatic
eventually
exhibit
exploitation
fluctuations
guidelines
highlighted
implicit
induced
inevitably
infrastructure
inspection
intensity
manipulation
minimized
nuclear
offset
paragraph
plus
practitioners

predominantly
prospect
radical
random
reinforced
restore
revision
schedule
tension
termination
theme
thereby
uniform
vehicle
via
virtually
visual
widespread

List Nine

accommodation
analogous
anticipated
assurance
attained
behalf
bulk
ceases
coherence
coincide
commenced
concurrent
confined
controversy
conversely
device
devoted
diminished
distorted
duration

erosion
ethical
format
founded
incompatible
inherent
insights
integral
intermediate
manual
mature
mediation
medium
military
minimal
mutual
norms
overlap
passive
portion
preliminary
protocol
qualitative
refine
relaxed
restraints
revolution
rigid
route
scenario
sphere
subordinate
supplementary
suspended
team
temporary
trigger
unified
violation
vision

List Ten

adjacent
albeit
assembly
collapse
colleagues
compiled
conceived
convinced
depression
encountered
enormous
forthcoming
inclination
integrity
intrinsic
invoked
levy
likewise
nonetheless
notwithstanding
odd
ongoing
panel
persistent
posed
reluctant
so-called
straightforward
undergo
whereby

Index of Skills

Literary Concepts

Act 776, 800, 802
Alliteration 309, 314, 343, 344, 345, 804
Allusion 685, 691
Anecdotes 567
Appeal to authority 484, 522, 567, 571
Appeal to emotion 522, 567
Appeal to ethics 484, 522
Appeal to logic 522, 567
Arguments 479, 483, 522, 567
Assonance 309, 314, 343, 344, 345, 804
Author's perspective 608, 619, 685
Author's purpose 163, 168, 187, 198, 217, 414, 425, 461, 470, 477, 520, 595, 601, 658, 757
Autobiographies 584, 658
Biographies 584, 658
Body 188
Characterization 44, 114, 119, 347, 355, 356, 371, 395, 400
 direct 44, 114
 indirect 44, 114
Characters 44, 82, 94, 123, 249, 261, 271, 279, 356, 470, 477, 509, 747, 802
 dynamic 802
 main 142
 minor 142
 protagonist 44
 static 802
 tricksters 271
Conclusion 188
Concrete details 29, 44
Concrete poetry 620
Conflict 249, 261, 355, 356, 681, 746, 747
 external 249, 355, 681, 746
 internal 249, 355, 681, 746

Consonance 344, 345
Content 189
Conventions 282
Counterarguments 568
Description 198, 316, 330
Dialogue 103, 112, 145, 231, 330, 356, 735, 745, 769, 802
Diction 395, 535, 691, 735, 745
Drama 724, 802
Essays 522
 formal 522
 informal 522
Events 658
Evidence 522
Examples 522
Fables 503, 509, 510
Facts 522, 658
Figurative language 344, 357, 381, 479, 483, 665
Flashbacks 179, 187
Folktales 227, 231
Foreshadowing 361, 371, 541, 548
Form 620, 624
 closed 620
 open 620
Free verse 620
Graphics 189
Haiku 236, 239
Idioms 344, 345, 395, 485
Imagery 194, 197, 314, 344, 345
Informational text 218–219
Introduction 188
Irony 808
 situational 808
Lines 306, 308, 344, 381
Lyric poems 658
Media 189
Metaphors 344, 357, 479, 665
Meter 344, 345, 388, 393
Mood 525, 535, 665

Morals 503
Motion 189
Myths 406, 413, 477, 548
Narrator 11, 22, 42, 142, 487, 492, 601, 681, 691, 703
Ode 658, 663
Onomatopoeia 344, 345
Opinions 522
Oral Tradition 222, 226, 413
Parallelism 522
Personification 344, 345, 377, 381, 479
Persuasion 522
Plagiarism 683
Playwright 802
Plot 44, 53, 67, 75, 80, 114, 123, 134, 142, 261, 356, 361, 406, 413, 525, 745, 802, 803
 climax 44, 45, 53, 134, 141, 261, 745, 802, 803
 conflict 44, 45, 53, 134, 141, 142, 745
 exposition 44, 45, 53, 134, 141, 261, 802, 803
 falling action 44, 45, 53, 134, 141, 261, 745, 802, 803
 resolution 44, 45, 53, 134, 141, 261, 745, 802, 803
 rising action 44, 45, 53, 134, 141, 261, 745, 802, 803
Point of view 11, 22, 42, 44, 142, 487, 492, 500, 627, 637, 638, 658, 691, 703
 first-person 11, 42, 44, 140, 487, 627, 658, 691
 limited third-person 42, 140, 627
 omniscient third-person 42, 44, 140, 627, 638
 third-person 11, 42, 44, 140, 658, 691
Propaganda 521
Props 802

Puns 775
Repetition 522
Rhyme 338, 343, 344
 end 338
Rhyme scheme 338, 344, 345, 393
Rhythm 388, 393
Scene 776, 800, 802
Sensory details 29, 44, 142, 356
Setting 29, 44, 67, 123, 549, 565, 658
Similes 344, 357, 479, 658, 663, 665
Sound 189
Stage directions 735, 763, 769, 800, 802
Stanzas 306, 308, 344, 345, 381
Stereotypes 503, 508, 521
Story elements 123
Style 535, 815, 831
Subject 658
Support 522
Supporting details 282
Symbols 331
Text 189
Text features 47, 69, 217, 241, 263, 270, 282, 382, 483, 520, 657
 boldface 218
 captions 218
 cause and effect 218, 414
 chronological order 218, 512, 520, 657
 comparison-and-contrast 218
 footnotes 218
 graphics 211, 218, 643
 headlines 218
 heads 211, 218
 order of importance 211, 218
 problem-and-solution 218, 263
 sequence 218
 spatial order 218

subheads 211, 218
 titles 211, 218
Theme 44, 75, 94, 123, 135, 139, 188, 226, 509, 637, 658
 implied 44
 universal 75
Thesis 494, 500, 522
Thesis statement 188, 426, 428
Tone 123, 134, 197, 401, 500, 595, 601, 665
Visual aids 282
Voice 487, 492, 494, 500, 567, 665, 681
Wordplays 775

Reading and Critical Thinking

Activating Prior Knowledge 24, 541, 548
Analyzing 22, 51, 66, 80, 101, 119, 168, 196, 209, 216, 230, 239, 246, 260, 270, 308, 313, 333, 342, 354, 380, 400, 404, 412, 460, 476, 482, 487, 499, 534, 547, 600, 606, 619, 656, 663, 690, 756, 760, 768, 807, 814
 cartoons 282, 428, 567, 708
 cause and effect 414
 cultural context 316, 330, 608, 619
 diction 735, 745
 figurative language 479
 historical context 604, 606
 images 536, 539
 media elements 189
 narrator and point of view 487, 492
 plot 114
 propaganda in commercials 521
 story elements 123, 134
 text structure 69, 211, 217
 tone 595, 601

voice 494, 500
Asking questions 640, 641

Big Questions

What Are Worthwhile Goals? 723, 724, 731, 735, 744, 747, 756, 763, 768, 771, 774, 776, 799, 804, 807, 809, 814, 815, 831
What Brings Out the Best in You? 583, 584–593, 593, 595, 600, 606, 608, 617, 619, 620, 624, 627, 636, 639, 641, 643, 656, 658, 663, 665, 680, 685, 690, 692, 703, 713
What Makes a Hero? 9, 11, 22, 29, 41, 47, 51, 53, 66, 75, 80, 82, 93, 96, 101, 103, 112, 114, 119, 123, 133, 135, 139
What Makes You Who You Are? 298, 305, 306, 308, 309, 313, 316, 329, 331, 333, 337, 338, 354, 357, 359, 370, 377, 380, 383, 388, 392, 395, 400, 401, 404, 412, 425, 433
What's Fair and What's Not? 443, 460, 470, 476, 479, 482, 487, 492, 494, 499, 501, 503, 508, 512, 519, 525, 534, 539, 541, 547, 549, 565, 573
Why Read? 157, 158, 159, 161, 163, 168, 179, 186, 194, 196, 199, 209, 211, 216, 221, 222, 225, 227, 230, 236, 239, 241, 246, 249, 260, 263, 270, 271, 279, 287
Building background 10, 28, 46, 52, 69, 74, 81, 95, 102, 113, 122, 162, 171, 178, 194, 198, 210, 222, 227, 236, 240, 248, 262, 306, 309, 315, 331, 338, 346, 357, 360, 374, 377, 388, 394, 401, 405, 464, 469, 478, 486, 493, 501, 511, 524, 536, 540, 594, 604, 607, 620, 626, 642, 658, 664, 684, 734, 746, 757, 762, 775, 804, 808

- Classifying** 460, 756
- Comparing** 22, 93, 230, 239, 308, 329, 342, 392, 400, 404, 412, 499, 539, 594, 619, 624, 636, 656, 663, 814
- literature** 271, 279, 425
- Comparing and contrasting** 271, 508, 510, 519, 549, 691, 815
- characters** 82, 94
- text structure** 47
- theme** 135
- Concluding** 22, 41, 66, 80, 101, 112, 119, 133, 196, 209, 216, 225, 230, 239, 246, 260, 308, 329, 333, 342, 354, 359, 370, 380, 392, 400, 404, 412, 476, 482, 508, 534, 600, 619, 624, 636, 656, 663, 680, 690, 744, 768, 799, 807
- Connecting** 119, 133, 168, 186, 225, 230, 333, 476, 519, 539, 606, 641, 756, 760, 774, 799
- to articles** 162, 198, 262
- to autobiographies** 607
- to biographies** 594, 626, 642
- to essays** 46, 493, 511, 684
- to fables** 501
- to fairy tales** 81
- to folktales** 74, 227
- to functional documents** 171, 464
- to graphic stories** 102
- to literature** 23, 220, 382, 625, 761
- to myths** 222, 360, 405, 469, 540, 808
- to personal experiences** 11, 22, 190
- to plays** 734, 762, 775
- to poems** 194, 236, 306, 309, 331, 338, 357, 377, 388, 401, 620, 658, 804
- to speeches** 478
- to stories** 10, 28, 52, 113, 178, 248, 315, 346, 394, 486, 524, 664, 746
- to tall tales** 122
- to textbook lesson** 210
- to today** 179, 187, 382
- to Web articles** 95, 240
- to writing** 286, 432, 572
- Context clues** 220
- Contrasting** 270
- Determining main idea and supporting details** 47, 241, 627, 637
- Distinguishing between fact and opinion** 460, 772, 774
- Drawing conclusions about author's perspective** 685, 691
- Drawing conclusions about meaning and purpose** 464
- Evaluating** 41, 51, 66, 80, 93, 101, 112, 119, 133, 160, 168, 186, 196, 209, 216, 225, 260, 270, 304, 313, 329, 354, 359, 370, 380, 392, 395, 400, 448, 476, 482, 499, 508, 519, 534, 547, 594, 600, 624, 636, 690, 732, 744, 760, 768, 774, 799, 807
- characterization** 395, 400
- description** 665, 681
- Explaining** 168, 774
- Graphic organizers**
- Cause-and-effect charts** 29, 219, 263, 763
- Characterization charts** 45, 141, 658, 803
- charts** 11, 43, 47, 53, 67, 75, 96, 103, 123, 135, 163, 170, 179, 196, 198, 211, 230, 231, 241, 313, 316, 347, 356, 361, 374, 380, 381, 382, 392, 395, 406, 414, 470, 479, 487, 494, 503, 512, 522, 525, 536, 548, 595, 600, 604, 608, 627, 637, 640, 643, 665, 681, 685, 691, 735, 746, 757, 772, 776, 801, 808, 815
- Comparison-and-contrast charts** 271, 483
- Concept maps** 188
- Foldables** 139, 158, 287, 298, 433, 443, 583, 723
- Idea tree** 566
- Lists** 484
- Plot diagrams** 45, 114, 141, 803
- Story maps** 658
- Time lines** 638, 643, 654–655, 657
- Venn diagrams** 82, 219, 414, 510
- webs** 249, 344, 427, 541, 682
- Identifying** 160, 168, 196, 216, 239, 246, 260, 313, 342, 359, 448, 508, 624, 656, 680, 690, 732, 744, 768, 799
- cause-and-effect relationships** 29, 42, 263, 763, 769
- Independent Reading** 148–149, 288–289, 434–435, 574–575, 714–715
- Inferring** 41, 80, 93, 112, 119, 168, 186, 209, 225, 230, 246, 270, 304, 308, 329, 333, 342, 359, 370, 380, 392, 404, 412, 460, 476, 482, 499, 508, 519, 534, 539, 547, 619, 624, 636, 641, 656, 663, 680, 690, 732, 744, 756, 774, 799, 807
- Interpreting** 22, 51, 66, 93, 101, 112, 133, 160, 186, 209, 239, 304, 308, 313, 329, 333, 354, 359, 370, 380, 404, 448, 482, 547, 594, 600, 606, 624, 641, 663, 680, 756, 768, 807, 814
- author's meaning** 808, 814
- graphic stories** 103
- graphic structure** 112

Listing 162, 236, 248, 331, 388,
734, 775, 804

Making generalizations

about characters 503, 509,
746, 756

about plot 406, 413

Making inferences

about characters 249, 261,
347, 355

Making predictions

about plot 75, 80, 361, 371,
525, 535

Monitoring comprehension 96,
101, 512, 520

Paraphrasing 41, 51, 101, 209,
260, 359, 392, 482, 499, 776,
800, 807

Previewing 24, 382, 640, 772

Questioning 163

Recalling 22, 41, 66, 80, 93, 101,
112, 119, 133, 168, 186, 216,
225, 230, 239, 246, 260, 270,
313, 329, 333, 342, 354, 370,
380, 392, 400, 404, 412, 482,
508, 519, 534, 547, 600, 619,
636, 663, 680, 690, 744, 756,
799, 814

Recognizing

Author's purpose 198, 470,
477, 757, 760

bias 461

Scanning 171

Scanning the illustrations 190

Setting purpose for reading 11,
24, 29, 53, 69, 75, 82, 96, 103,
114, 123, 159, 163, 171, 179,
190, 194, 211, 222, 227, 241,
249, 263, 306, 309, 316, 331,
338, 347, 357, 361, 374, 377,
382, 388, 395, 401, 406, 464,
470, 479, 487, 494, 503, 512,
525, 536, 541, 585, 595, 604,
608, 620, 627, 640, 643, 658,
665, 685, 757, 772, 804

Short fiction 44

Short story 44

Skimming 119, 171

Summarizing 41, 51, 66, 80, 93,
112, 133, 160, 186, 196, 216,
225, 270, 304, 308, 354, 370,
400, 412, 448, 460, 476, 499,
519, 534, 539, 547, 594, 600,
606, 636, 641, 643, 657, 680,
732, 744, 760, 768, 774, 814

Synthesizing 374

Visualizing 53, 67

Vocabulary

Academic vocabulary 42, 67, 93,
133, 168, 187, 216, 225, 230,
260, 313, 329, 342, 355, 370,
380, 392, 413, 476, 483, 499,
509, 519, 534, 547, 600, 637,
656, 681, 690, 744, 769, 800

Antonyms 413, 499, 619, 637,
656, 769

Base words 23

Connotation 570

Context clues 220

Denotation 570

Dictionary skills 625

Etymology 761

Idioms 485

Multiple-meaning words 382

Prefix 23

Root 23

Suffix 23

Synonyms 413, 499, 619, 637,
769, 800

Word choice 428

Word parts 23

Writing

Applying

sentence structure 500

sound devices 314, 393

tone 134

Autobiographical narratives 682

Biographical narratives 638

Blurbs 333, 756

Brainstorming 140

Checklist 155, 707

Citing poetry 139

Comparing 139, 279, 425, 565,
703, 831

Connecting to 286, 432, 572

Creating forms 177

Drafting 43, 68, 141–143, 170,
188, 281–282, 356, 414, 427–
429, 484, 510, 567–568, 638,
682, 706–709, 771, 801

Editing 43, 68, 145, 170, 188,
285, 356, 414, 431, 484, 510,
571, 638, 682, 711, 771, 801

Essays 155

Eulogies 478

Expository essays 188, 414, 510,
801

Freewriting 10, 74, 102, 194,
210, 222, 306, 315, 377, 394,
469, 486, 501, 511, 594, 607,
664, 808

Functional Documents 280–285

Interviews 289, 713

Journal entries 22, 239, 308,
400, 619

Letters 51, 119, 209, 270, 460,
482

Magazine articles 713

Mapping 282

Narratives 140

Organization 565

Paired conjunctions 425

Paragraphs 831

Personal responses 304

Persuasive essays 484, 566–571

Persuasive speeches 535

Poems 435

Presentations 145, 146, 285, 286,
431, 571, 711

- checklist** 146
- Prewriting** 43, 68, 140–141, 170, 188, 280–281, 356, 414, 426–427, 484, 510, 566–567, 638, 682, 704–706, 771, 801
- Proofreading** 43, 68, 145, 170, 188, 285, 356, 414, 431, 484, 510, 571, 638, 682, 711, 771, 801
- Quickwriting** 10, 74, 102, 122, 140, 178, 194, 222, 210, 306, 315, 377, 394, 469, 486, 501, 511, 540, 594, 607, 664, 684, 808
- Rap or song** 573
- Reader responses** 160, 594, 715, 732
- Reports** 68, 226
- Research reports** 43, 704–711
- Responses to literature** 426–431, 439
- Reviews** 149, 771
- Revising** 43, 68, 144, 170, 284, 356, 414, 430, 484, 510, 570, 638, 682, 710, 771, 801
- peer review** 144, 284, 430, 570, 710
- Scene** 80, 101, 112, 404, 624
- Scripts** 477
- Short stories** 356
- Spelling** 239, 279, 308, 333, 359, 404, 624, 663, 807, 814
- Stanzas** 359, 663
- Stories** 435
- Style** 197, 381, 393, 500
- Summaries** 68, 170, 246, 448, 814
- Surveys** 468
- Grammar**
- Abbreviations**
- state names 711
- Adjectives** 330, 477
- comparative 343
- superlative 343
- Adverb phrases** 638
- Adverbs** 330, 477
- comparative 343
- superlative 343
- Time-order 638
- Apostrophes** 682, 801
- Capitalization** 231, 285
- of sentences 548
- of titles 691
- Clauses** 535
- dependent 120, 121, 535
- independent 120, 121, 535
- subordinate 120, 121
- Combining sentences** 657
- Commas** 120, 121, 170
- in dates and place names 711
- serial 170
- Complete sentences** 247
- Complex sentences** 120, 247
- Compound-complex sentences** 247
- Compound sentences** 120, 247
- Conjunctions** 120, 477, 601
- coordinating 120, 601, 657
- paired 425
- subordinating 120, 121, 601
- Declarative sentences** 371
- Direct objects** 500, 520
- Ellipses** 771
- End punctuation** 371, 771
- Exclamation points** 145, 371
- Exclamatory sentences** 371
- Imperative sentences** 371
- Indirect object** 520
- Interrogative sentences** 371
- Nouns** 231, 477
- common 231
- plural 703
- proper 231, 285
- Parallelism** 571
- Parts of speech** 477
- Periods** 371
- Predicates** 197, 535
- complete 197
- compound 393
- simple 197
- Prepositions** 477, 484
- Pronoun antecedents** 261
- Pronouns** 477
- indefinite 314
- Question marks** 145, 356, 371
- Quotation marks** 356
- Quotations** 356, 431
- Semicolons** 510
- Sentence combining** 120–121
- Sentence fluency** 708
- Sentence fragments** 247
- Signal words** 142, 512
- Simple sentences** 120
- Slashes** 139
- Speaker tags** 145
- Subject-verb agreement** 745
- Subjects** 197, 535, 745
- complete 197
- compound 393
- simple 197
- Transitions** 428
- Verb phrases** 94
- Verbs** 94, 477, 500, 745
- helping 94
- irregular 226
- Verb tense** 68
- future tense 217
- literary present tense 68
- past perfect tense 197
- present perfect tense 134

Speaking, Listening, and Viewing

Checklist 572, 712
Connecting to Writing 286, 432, 572
Dialogue 103, 112, 145, 231, 330, 356
Group brainstorming 140, 287
Group discussion 41, 66, 168, 186, 354, 412, 680, 683, 768, 799
Interviewing 287
Listening 146, 286, 572
Literature groups 261, 330, 371, 745
Making speech 535, 572, 657
Note taking 146, 572
Oral reports 226, 548, 712
Oral response to literature 432
Oral tradition 222, 226
Partner talk 28, 46, 52, 81, 95, 113, 171, 198, 227, 240, 262, 279, 309, 338, 346, 357, 360, 401, 405, 426, 464, 478, 493, 524, 566, 620, 626, 642, 658, 746, 762
Performance 94, 231, 477
Presentations 146, 431
 checklist 285, 286, 432
Sentence Fragments 247
TV Call-In Show 573
Visual/media presentation 343, 691
Visuals 711

Research, Test-Taking, and Study Skills

Assessment 150–155, 434–439, 574–579, 716–721
Conducting research on Internet 575
Facts *versus* opinions 43
Graphic organizers
 cause-and-effect chart 29, 263
 characterization chart 45, 141, 658, 803
 chart 11, 43, 47, 53, 67, 75, 96, 103, 123, 135, 170, 179, 196, 211, 241, 313, 316, 347, 361, 374, 380, 381, 382, 392, 395, 406, 414, 470, 487, 494, 503, 512, 522, 525, 536, 548, 595, 600, 604, 608, 627, 637, 640, 643, 665, 681, 685, 735, 746, 757, 772, 776, 801, 808, 815
 charts 356, 479, 691
 comparison-and contrast charts 271, 483
 concept maps 188
 Foldables 139, 433, 443
 Idea tree 566
 lists 484
 plot diagrams 45, 141, 803
 story maps 658
 time lines 638, 643, 654–655, 657
 Venn Diagrams 82, 414, 510
 webs 249, 344, 427, 541, 682
Internet connection 217, 520, 601
Research reports 43
Test-Taking Tips 23, 220, 382, 485, 625, 761
Visual/Media Presentation 343, 691

Interdisciplinary Activities

Connecting to Art 186
Connecting to Science 168
Connecting to Social Studies 41
Daily Life and Culture
 The Changing Face of Brighton Beach 768
 Gods and Myths in Ancient Greece 412
 Gold Rushes in the Nineteenth Century 66
Examine Media: Humane Society Advertisement 482
Examine Media: Movies 508
Examine Media: The Language of the Game 636
Media Workshop: Media Ethics 683
Media Workshop: Propaganda 521
View the Art 680
You're the Critic 799

Index of Authors and Titles

A

A Time to Talk 805
 Adoff, Arnold 664
 Aesop 504
All I Really Need to Know I Learned in Kindergarten, from 495
All Stories are Anansi's 76
All Summer in a Day 557
All-American Slurp, The 317
Alone in the Nets 664
 Ancona, George 536
 Angelou, Maya 340
Arachne 407
 Asimov, Isaac 416

B

Ballpark Food 242
 Bambara, Toni Cade 277, 348
 Barenblat, Rachel 334
 Barron, T.A. 48
 Bertotto, Melanie 461
Best of Buddies 772
 Bōsha, Kawabata 222
Boy Who Lived With Bears, The 825
Bracelet, The 748
 Bradbury, Ray 550
Brighton Beach Memoirs, from 764
 Brooks, Gwendolyn 159
 Brown, Jordan 384
 Bruchac, Joseph 825
 Buson, Yosa 222

C

Charles, Ray 693
Circuit, The 526
 Cisneros, Sandra 299
 Cofer, Judith Ortiz 609
 Coolidge, Olivia E. 407
 Cormier, Robert 666

Courage That My Mother Had, The 136

Courlander, Harold 76

D

Damon and Pythias 736
 Dampier, Cindy 772
Daydreamers 378
 Dickinson, Emily 358
Dog of Pompeii, The 30
Donkey and the Lapdog, The 502
Dragon, Dragon 81
Dressed for Success? 461
 Dunbar, Paul Lawrence 806
Dust Tracks on a Road, from 232

E

E.E. Cummings 195
Eco-Canoeist, The 686
 Eisner, Will 104
Eleanor Roosevelt 644
Eleven 299
Elie Wiesel: Voice from the Holocaust, from 598
 Ellis, Elizabeth 396
Emperor's Silent Army: Terracotta Warriors of Ancient China, The 200
End of the World, The 223
Eulogy on the Dog 480
Executive Order No. 9066 757

F

Fame is a bee 358
 Fields-Meyer, Thomas 24
 Fischer, David 190
Flowers and Freckle Cream 396
Fly, The 3
Flying Machine, The 550
 Frost, Robert 805
 Fulghum, Robert 495
Fun They Had, The 416

G

Gaiman, Neil 421
 Gardner, John 81
Gene Scene, The 384
Gentleman of the Pool 640
Geraldine Moore the Poet 348
Going Blind 693
Golden Touch, The 810
Good Luck Gold 401
 Gray, Kevin 772
 Greenfield, Eloise 378

H

Haiku 236
Harvest, from 536
 Haskins, Jim 725
He Lion, Bruh Bear, and Bruh Rabbit 273
 Helling, Steve 24
How the Snake Got Poison 227
 Hughes, Langston 339
 Hunter, Kristin 12
Hurricane Heroes 24
 Hurston, Zora Neale 227, 232

I

I am an American: A True Story of Japanese Internment, from 757
I Dream a World 339
In Eleanor's Time 654
Interview with Naomi Shihab Nye 334

J

Jacobs, William Jay 644
 Jiménez, Francisco 526
Jimmy Jet and His TV Set 388
 Jones, Charlotte Foltz 69
Jōsō, Naitō 236

K

King Minos and Art on the Palace Walls 374
King of Mazy May, The 54
Kissen, Fan 736

L

Leading Cloud, Jenny 223
León, Vicki 97
Lesson in Courtesy, A 585
Life Doesn't Frighten Me 340
Littlefield, Bill 628
London, Jack 54
Looking for America 452
Low, Alice 542

M

Mad 332
Madam C. J. Walker 725
Maestro 309
Mathis, Sharon Bell 698
McCaughrean, Geraldine 471
McKissack Jr., Fredrick 513
McKissack, Patricia C. 513
Millay, Edna St. Vincent 136
Miura, Yuzuru 236
Montgomery, Sy 686
Mora, Pat 310
Morrison, Lillian 621
My Father Is a Simple Man 138
My Parents 307

N

Namioka, Lensey 317
Nanus, Susan 777
Nobody's Perfect 190
Nye, Naomi Shihab 332

O

O'Connor, Jane 200
Ode to Mi Gato 661
Osborne, Mary Pope 124, 810

P

Park, Alice 640
Partridge, Elizabeth 452
Pecos Bill 124
Persephone 542
Phantom Tollbooth, Act One, The 777
Pinkney, Jerry 504
Powhatan 445
President Cleveland, Where Are You? 666
Primary Lessons 609

R

Ray Charles, from 698
Ritz, David 693
Romulus and Remus 471
Rozsa, Lori 24
Rubin, Susan Goldman 604
Rylant, Cynthia 115

S

Sakai, Stan 585
Salinas, Luis Omar 138
Same Song 309
Sand Castle, The 180
Satchel Paige 628
Schuman, Michael A. 598
Scribe, The 12
Secret Schools, The 604
Shutout, The 513
Sidewalk Racer, The 621
Silence 806
Silverstein, Shel 389
Simon, Neil 764
Singer, Isaac Bashevis 816
Soto, Gary 661
Southpaw, The 488
Spender, Stephen 307
Spiders 495
Stanley, Jerry 757
Stray 115

Street Magic 104

T

Ta-Na-E-Ka 250
Tapahonso, Luci 402
These Walls Can Talk 264
Three Queens of Egypt 97
Toad and the Donkey, The 277
To Captain John Smith 445
To Young Readers 159
Tracking Trash 164

U

Uchida, Yoshiko 748
Untermeyer, Louis 30

V

Vest, George Graham 480
Villanueva, Alma Luz 180
Viorst, Judith 488
Vo-Dinh, Mai 3

W

What Exactly Is a Hero? 48
What I can do—I will 358
Whatif 389
Whitebird, Mary 250
who knows if the moon's 195
Why Books Are Dangerous 421
Wings 362
Wolf and the House Dog, The 504
Wong, Janet S. 401

Y

Yes, It Was My Grandmother 402
Yolen, Jane 362
Young, Rachel 164
Yukon Gold: The Story of the Klondike Gold Rush, from 69

Z

Zlateh the Goat 816

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